REPORT RESUMES

ED 016 017 UD 005 301

THE STATUS OF INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS DURING THE 1966-67 SCHOOL YEAR--A FACTUAL REPORT TO THE BOARD OF EDUCATION.

SAINT LOUIS PUBLIC SCHOOLS, MO.

PUB DATE JUN 67

EDRS PRICE MF-$0.50 HC-$3.16 77P.

DESCRIPTORS- *SCHOOL INTEGRATION, *EDUCATIONAL POLICY, *STATISTICAL DATA, *RACIAL COMPOSITION, *INTEGRATION PLANS, TABLES (DATA), NEGRO STUDENTS, CAUCASIAN STUDENTS, PROFESSIONAL PERSONNEL, PUBLIC SCHOOLS, PERSONNEL POLICY, RACIAL INTEGRATION, BUS TRANSPORTATION, SCHOOL DISTRICTS, TEACHER EDUCATION, TRANSFER POLICY, CURRICULUM PLANNING, COCURRICULAR ACTIVITIES, EDUCATIONAL QUALITY, COMPENSATORY EDUCATION PROGRAMS, TEXTBOOK SELECTION, SCHOOL LOCATION, ST. LOUIS, MISSOURI

THIS REPORT DESCRIBES THE STATUS OF QUALITY INTEGRATED EDUCATION IN THE ST. LOUIS, MISSOURI, PUBLIC SCHOOLS. THE INTEGRATION ACTIVITIES WHICH ARE SPECIFICALLY DISCUSSED ARE--(1) BUS TRANSPORTATION TO RELIEVE OVERCROWDING IN THE SCHOOLS, (2) RACIAL INTEGRATION OF PROFESSIONAL AND NONPROFESSIONAL SCHOOL STAFF, (3) A PROGRAM FOR TRAINING APPRENTICE TEACHERS, (4) OPERATION OF AN INTEGRATED DEMONSTRATION SCHOOL, (5) PRESERVICE TEACHER TRAINING IN PREPARATION FOR SERVICE IN INTEGRATED SCHOOLS, (6) INSERVICE TRAINING OF INSTRUCTIONAL PERSONNEL, (7) A PERMISSIVE TRANSFER POLICY AT THE ELEMENTARY SCHOOL LEVEL, (8) CURRICULUM PLANNING AND TEXTBOOK SELECTION WHICH WILL FOSTER POSITIVE MULTIETHNIC CONCEPTS AND ATTITUDES, (9) A RACIALLY INTEGRATED PROGRAM OF COCURRICULAR ACTIVITIES, (10) PROVISION OF ADEQUATE BUILDING FACILITIES AND QUALITY EDUCATION ESPECIALLY IN DISADVANTAGED AND OVERCROWDED NEIGHBORHOODS, (11) DETERMINATION OF SCHOOL DISTRICT BOUNDARIES SO THAT RACIAL INTEGRATION WILL BE PROMOTED, AND (12) COMPENSATORY EDUCATION PROGRAMS. THE STATISTICAL INFORMATION IN THE REPORT DESCRIBES THE RACIAL COMPOSITION OF THE PROFESSIONAL PERSONNEL AND STUDENT POPULATIONS IN INDIVIDUAL SCHOOLS AND WITHIN THE SCHOOL SYSTEM AS A WHOLE. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE STATUS OF INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS DURING THE 1966-67 SCHOOL YEAR

A FACTUAL REPORT TO THE BOARD OF EDUCATION

UD 005 301

St. Louis Public Schools
Instruction Department
June, 1967

EXPLANATORY FOREWORD

The Board of Education of the City of St. Louis is unanimously committed to the policy of achieving, in schools under its jurisdiction, the objective of integration simultaneously and in combination with other sound educational objectives and has placed itself on record to that effect. A continuing committee of its members meets regularly to discuss matters relevant to this objective and to receive and deliberate upon recommendations by the Superintendent of the most effective ways and means of carrying out the system's integration program.[1] One of the assistant superintendents has been assigned special responsibilities in this area, among them handling of interviews and correspondence and compilation of data and reports pertaining to various aspects of the system's integration program. He also serves as chairman of a committee of staff members, the prime function of which is to search out and keep the superintendent informed of promising practices and developments in the field of public school desegregation here and elsewhere which might prove helpful in planning further progress integrationwise.[2] And most importantly of all, under the system's policy of decentralized responsibility, hundreds of members of the professional and non-professional staffs, as well as members of parental groups, are conscientiously at work doing all within their power to transmute desegregation - which is the placing of children of diverse racial and ethnic backgrounds in the same buildings and having them attend the same classes - into integration - which is creation in such situations of a pattern of cooperative living in a climate of mutual appreciation and respect. This they are doing, not only because of their professional obligation to carry out the law of the land and the policy of the Board of Education, but also because of a realization of the importance of providing for every child in the system - white, black, or "other" - the fullest possible opportunity for knowing and appreciating individuals of differing racial, ethnic, and economic backgrounds as a fundamental part of his education for democratic world citizenship. Their task in St. Louis as well as in other urban communities of the nation has, of course, been made more than doubly difficult because of the racially segregated housing pattern.

The aim of this report is to present a factual outline of the status of integration in the St. Louis Public Schools from both the qualitative and quantitative viewpoints and at the same time answer questions most frequently raised by correspondents and surveyors. This involves enumeration of a variety of ways in which the system's instructional and non-instructional staffs are at work on implementation of the Board's policy of holding constantly in mind the guiding principle of integration, along with other sound educational principles, as they work creatively towards the best possible quality integrated education. It also involves presentation of tables and other statistical materials depicting the racial composition of pupil and teacher personnel at various levels of the system and in individual schools.

WILLIAM KOTTMEYER
Superintendent of Instruction
St. Louis Public Schools

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[1] This committee presently consists of Mrs. Adella T. Smiley, Chairman, Mr. Daniel L. Schlafly, Reverend Earl E. Nance, Reverend Allan N. Zacher, Jr., and Mr. Elmer W. Pounds.

[2] This committee consists of Mr. James A. Scott, Chairman, Dr. Ruth M. Harris, Mr. Otto P. Rost, and Dr. Reba S. Mosby (on leave).

THE CURRENT STATUS OF INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS
1966- - 1967

A FACTUAL REPORT TO THE BOARD OF EDUCATION

For the past five years reports relative to the status of integration in the St. Louis Public Schools have been annually compiled. Such reports have been submitted to the Board of Education of the City of St. Louis in accordance with the Board's established policy of regularly reviewing progress being made in the area of integration. They have included, among other items, factual information organized under the following headings: (1) The Changing School Population, (2) The Stable School Districts: Current Status of Integration, (3) Transported Pupils in Elementary Schools, (4) Integration of School Faculties and Professional Staff, (5) Employment and Promotion of Non-certificated Employees, (6) School District Boundaries, (7) Permissive Transfers, (8) Compensatory Education, (9) Other Integrative Activities. In eacn of these reports, attention has been directed to what has been accomplished as well as to what remains to be done. The intent of the present report is to outline the policy, program, and practice of the system integrationwise with continued emphasis upon the items fore-mentioned.

The report of a previous year began with a brief summation of progress up to that time made and experiences up to that time encountered in the course of implementing the integration policy and program to which the Board by unanimous vote committed itself on June 22, 1954, and to which it re-committed itself in its policy statement of July 9, 1963. This summary listed, among other activities, study and analysis of reports of the Superintendent's Committee on Desegregation, the United States Commission on Civil Rights Survey Report, and the June 19, 1963, report of the Citizens Advisory Committee, as well as steps taken to implement the approved recommendations contained in these reports. It noted that these recommendations not only supplemented and re-enforced each other, but also the original policy statement of 1954 and its re-affirmation in 1963. Since this summary has been previously presented and is spelled out in some detail in the basic documents referred to therein, it need not be repeated here.[1]

During the year 1966-67 continued emphasis is being focused not only on integration as a legal obligation but also as an opportunity and responsibility to provide for all American children - white and Negro - the broadening educational experiences basically essential to democratic world citizenship. This point of view has been expressed through policy enunciations of the Board calling for maximum possible integration on all levels and in all divisions of the system. It has been likewise manifested in discussions of the Board's Committee on Integration, which has on numerous occasions reviewed with the administration progress and plans in this area and deliberated on ways and means of making its integration program maximally effective. And what is most important of all, it has been evidenced in the determined spirit and daily efforts of principals

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[1] The basic documents referred to are as follows:

(1) Official Report of the Board of Education, June 22, 1954.

(2) The St. Louis Story: The Integration of a Public School System, February, 1955 - an instruction department publication.

(3) Desegregation of the St. Louis Public Schools, September, 1956 - an instruction department publication.

(4) Davis, Wylie H., Civil Rights U.S.A., Public Schools, Cities in the North and West, St. Louis, a Report to the United States Commission on Civil Rights, 1962.

(5) Report of the Citizens Advisory Committee to the Board of Education, June, 1963.

(6) An Analysis of the Final Report of Citizens Advisory Committee to the St. Louis Board of Education, July, 1963.

SECTION I - INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS

POLICY AND PROGRAM

Integration in the St. Louis Public Schools
Policy and Program

As previously noted, the officially approved and publicly announced policy of the St. Louis Board of Education designates integration as one of the cardinal objectives of the system, strongly affecting the organization and conduct of all facets of its program - administrative, supervisory, and instructional. The essence of this comprehensive statement of policy and determination in regard to the legal and educational responsibilities of the St. Louis public schools in the area of integration is to be found in the following excerpt from the Board's unanimously adopted statement of July 9, 1963, which is an amplification and re-affirmation of its also unanimously adopted statement of June 22, 1954:

"The St. Louis Board of Education has been charged by the State with the task of providing an education for the children of the City of St. Louis. In the accomplishment of that task the Board of Education will have no barriers, either in policy or practice, that will prevent the achievement of maximum integration, consistent with sound educational principles and responsibilities.

"In the hiring, placement, and promotion of certificated and non-certificated personnel the Board will be guided solely by merit.

"In carrying out the policy set forth herein the Board of Education will continuously, with its Superintendent of Instruction, explore and utilize all educational practices which tend to constructively enhance the Board of Education's program of integration in the St. Louis Public Schools and will review, with the Superintendent of Instruction, specifically, progress in the following areas: hiring and placement of personnel (instructional and non-instructional); school boundaries; school transfers; site locations; community relations; selection of instructional materials; school curricula and plants, etc.

"Therefore as it strives to achieve maximum integration, consistent with its educational responsibilities, the St. Louis Board of Education renews its petition for the help, co-operation and support of the entire community in eliminating practices which prevent maximum integration through the denial of equal opportunities in housing, employment, and other benefits of human dignity and worth."

Pursuant to this directive, the St. Louis System is continuously seeking every possible avenue to achieve utmost possible integration simultaneously and in conjunction with other sound educational objectives and responsibilities, to continuously evaluate its progress in integration in terms of the specifically mentioned areas as well as other areas, and to co-operate with the total community's efforts to draw all its citizenry into the mainstream of American life by "eliminating practices which prevent maximum integration through the denial of equal opportunities in housing, employment, and other benefits of human dignity and worth." The Board's Committee on Integration, as well as that of the Instruction Department, is constantly and open-mindedly studying new ways of maximizing integration - including exploration of proposals, ideas, and suggestions emanating from the United States Office of Education, the United States Commission on Civil Rights, other cities similarly situated, and leading universities of the state and nation with the purpose of finding additional means of minimizing racial isolation in its schools and counteracting the effects of *de facto* segregation. In all aspects of this endeavor, it seeks and welcomes the help, cooperation, and support of the entire community.

The philosophy and plan of action embodied in the foregoing statement of policy and practice is in harmony with the Supreme Court's decision of 1954 to the effect that compulsory segregation in public education on the basis of race is detrimental to the learning of the Negro child. They are also consistent with the findings of the United States Commission on Civil

Rights and other groups and individuals similarly concerned to the effect that the factor of integration is one which in synthesis with the factors of quality of teaching, class size, adequate physical facilities, curriculum, and compensatory education - exercises a strongly positive influence on the outcomes of Negro children's education.[1] Studies conducted by leading universities also tend to substantiate the thesis that where integration is not present in synthesis with the other factors named, there is relative inferiority in the educational product. There is also growing consensus among educators individually and collectively that for preparation for effective living in the modern world, integrated quality education is one of the paramount needs not only of Negro children but of white children as well.

In its efforts to implement this basic policy of maximum integration simultaneously and in synthesis with other sound educational objectives and responsibilities, the system has taken and is continuing to take the following positive steps in the following, among other, specific areas:

1. Bus Transportation for Relief of Overcrowdedness. The program of bus transportation for relief of overcrowdedness by city blocks, which is basically a form of re-districting, utilizing available space in underpopulated schools for relief of intolerably overcrowded conditions in the central city, is so organized and conducted that it results in integration of approximately 10,000 white and Negro boys and girls who would otherwise be attending school in de facto segregated situations. Because of the seriously overcrowded situation in the west and north-central sections of the city - which has steadily

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[1] See *Racial Isolation in the Public Schools* - A Report of the United States Commission on Civil Rights, Chapter 3.

worsened for the past 13 years despite a more than doubling of building facilities-the Board has been confronted with the choice of maintaining class size in those areas at considerably above the average of schools in other parts of the city, of resorting to double shifts, or of finding other means of relief in the form of rental of acceptable classrooms or transportation. It was strongly believed that every possible measure should be taken to hold down class load since it is generally agreed that one imperative educational need in overcrowded neighborhoods is class size sufficiently small for the teacher to know her pupils individually and to meet their individual needs. It was also believed that placing large numbers of elementary school children on double or triple shifts would not only further retard the already educationally retarded but in the crowded neighborhoods in which these children lived and with the large number of mothers working outside the home would result in serious increase of delinquency and crime.

The Board, therefore, decided to obtain by rental what acceptable facilities might be available and to transport to less crowded schools the number of pupils necessary to prevent the teacher load from becoming so large that effective instruction would be out of the question. It further decided to transport pupils for relief of overcrowdedness by city blocks and, in accordance with the policy of maximum integration, consistent with sound educational principles, to integrate pupils so transported into the classes of receiving schools. This plan of transportation by city blocks- as contrasted with that - of transportation by grades - greatly reduced the number of cases of separation of children of the same family and also eliminated concentration of numbers of transportees in one or two grades of a receiving school, which would have made integration difficult. It was, moreover, in line with recommendations of the Board's Integration Committee, the Superintendent's Committee on Desegregation Practices and Procedures, the United States Office of Education Survey Report, and the Citizen's Advisory Committee. The arrangement amounted, in effect, to a form of re-districting - taking a block out of the district of an overcrowded school, placing it in the district of a school in which space existed, and transporting pupils living in that block to the less crowded school.

The sending schools involved in transportation for relief of overcrowdedness were for the most part predominantly Negro, the receiving schools for the most part predominantly white. Special measures were taken to insure the safety of all pupils transported and to see that they were stimulated and encouraged to become full-fledged members of the schools to which they were sent. The program of transportation by city blocks has now been in operation for three years. There are in the system as of this year 32 substantially integrated regular elementary schools and 11 substantially integrated special elementary schools not housed in regular school buildings (with enrollments ranging from 10% to 90% white and 10% to 90% Negro). Of the 32 substantially integrated regular elementary schools, approximately half are schools receiving transported pupils which are substantially integrated because of the program of bus transportation for relief of overcrowdedness. Principals and teachers of these schools, as well as those of other cities which have more recently inaugurated programs of similar nature, have performed one of the most outstanding jobs of public school integration of the nation. The program has not only resulted in more reasonable class size in disadvantaged areas and integrated quality education for transported pupils and local pupils of the receiving schools. It has also demonstrated on a relatively large scale the practicability and educational desirability of achieving the objective of increased integration in conjunction with the objective of reduced class size.

The following guidelines pertinent to the transportation program give some insights into how the program is being operated:

1. Children transported are in most instances those who reside some distance from the sending school buildings. This enables a large number of them to leave home at about the same time in the morning they would have to

leave to walk to their local schools and to arrive home at about the same time in the afternoon as if they were attending the local schools.

2. Children transported board the buses each morning at designated points within the city block in which they live and are returned each afternoon to the same city blocks. This exposes the children - especially the smaller ones - to even fewer traffic hazards or dangers from molestation than if they were attending their local schools.

3. As an added safety measure, children boarding buses, riding on buses, and being dismissed from buses are at all times under teacher supervision. Teachers supervising buses are paid additional salary for performance of this extra duty.

4. Children are transported to schools near enough to their homes for them to arrive at the receiving schools no later than 8:30 a.m. and to leave for home at 3:15 p.m. Each child has a full school day and the same schedule of recesses and lunch periods as local pupils. Pupils are under careful supervision at recesses and lunch periods, which are integrated.

5. Children transported are those of grades 1 through 8. They are completely integrated with pupils of their respective grades in the receiving schools. Kindergarten children, who are on half-day schedule, attend their local schools.

6. Children in need of instruction in special classes for mentally retarded pupils are assigned to such classes in their local school districts rather than being transported.

7. To the fullest extent possible, children transported for relief of overcrowdedness will continue in the same receiving school as long as they are being transported. Upon graduation they may, if their parents so desire, be granted permission to attend the high schools to which the elementary schools from which they are graduated contribute. This makes for added integration on

the secondary school level.

8. City blocks from which children are transported are regarded as parts of the districts of the receiving schools. Pupil welfare workers, school nurses, etc. of receiving schools regard these blocks as parts of their territories.

9. Children transported take part in picnics and other such extra-curricular activities of receiving schools and are regarded as in every way full-fledged pupils of those schools.

10. Parents of children transported are cordially invited to become members of parent groups of receiving schools and to participate in the activities of such groups on the same basis as parents of local children. They have been cordially received.

11. Care is exercised to assign children for transportation in such a way as to avoid the danger of overcrowding individual receiving schools. Integration proceeds much more satisfactorily when conditions are not crowded.

12. Whenever a school in any section of the city becomes overcrowded to the extent that class size becomes excessive, steps are taken to provide relief by further transportation or other means in order that good teaching may prevail. It is regarded as especially important that all possible efforts be made to avoid assigning children living in "disadvantaged" areas of the city to overcrowded classrooms since the addition of this handicap to the handicaps they already suffer as the result of inadequate housing, lack of parental employment, limitations of cultural opportunities, etc., severely retards their educational development.

The following tabulation shows the racial composition of pupil and teacher personnel in schools to which children were transported for relief of overcrowdedness during the first semester of 1966-67. Figures here given include transported as well as local pupils and indicate the amount of integration in each school. Since overcrowded schools with few exceptions are in predominantly Negro neighborhoods and under-utilized schools are for the most part in predominantly white neighborhoods all but one of the receiving schools were originally predominantly white and all but three of the sending schools predominantly Negro. Following the enumeration of pupils and teachers is a bus transportation schedule as of the fall of 1966 which indicates the travel time of the children bussed.

Racial Composition of Pupil and Teacher Personnel of Schools
Receiving Transported Pupils During First Semester of 1966-67
(Reported as of October, 1966)

Receiving School	Number of Pupils (Including Transported Pupils)				Number of Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Baden	617	124	4	745	20	-	-	20
Buder	396	95	-	491	12	3	-	15
Dessalines	18	100	-	118	-	6	-	6
Dewey	478	129	4	611	15	3	-	18
Gratiot	268	100	-	368	7½	3	-	10½
Herzog	216	85	2	303	8½	1	-	9½
Humboldt	532	107	-	639	17½	2	-	19½
Kennard	305	91	-	396	10	2	-	12
Lafayette	704	52	8	764	22	2	-	24
Longfellow	268	62	-	330	8	2	-	10
Lowell	353	191	1	545	10	3	-	13
Madison	312	138	2	452	12	4	-	16
Mallinckrodt	219	92	1	312	9½	1	-	10½
Mark Twain	356	150	-	506	12	2	-	14
Mason	443	115	3	561	11	4	-	15
Oak Hill	367	74	1	442	11	2	1	14
Rock Spring	142	199	2	343	8	4	-	12
Stix	424	144	9	577	15	3	-	18
Wade	480	6	1	487	16	1	-	17
Walbridge	494	207	-	701	17	3	-	20
Waring	83	128	7	218	6	5	-	11
Wheatley	9	282	-	291	3	5	-	8
Wilkinson	184	37	-	221	5½	1	-	6½
Woodward	613	24	7	644	18	-	-	18
TOTAL	8,281	2,732	52	11,065	274.5	62	1	337.5

Bus Schedule of Pupils Transported for Relief of Overcrowdedness
October, 1966

Receiving School	Sending School	Time of Departure	Time of Arrival	Travel Time
Dessalines	Howard	8:20	8:30	10 Min.
Buder	Euclid	8:00	8:29	29 Min.
Buder	Euclid	8:04	8:29	25 Min.
Buder	Euclid	8:04	8:29	25 Min.
Dewey	Laclede	8:10	8:29	19 Min.
Dewey	Laclede	8:15	8:30	15 Min.
Gratiot	Dozier	8:14	8:29	15 Min.
Gratiot	Laclede	8:15	8:30	15 Min.
Kennard	Hempstead	7:55	8:29	34 Min.
Kennard	Hempstead	7:59	8:29	30 Min.
Longfellow	Ford	8:04	8:29	25 Min.
Mallinckrodt	Langston	7:55	8:29	34 Min.
Mallinckrodt	Langston	7:59	8:29	30 Min.
Mason	Laclede	8:05	8:30	25 Min.
Mason	Laclede	8:10	8:30	20 Min.
Mason	Emerson	8:09	8:29	20 Min.
Oak Hill	Clark	7:56	8:29	33 Min.
Oak Hill	Clark	7:59	8:29	30 Min.
Stix	Hamilton	8:14	8:29	15 Min.
Stix	Hamilton	8:09	8:29	20 Min.
Wade	Sherman	8:19	8:29	10 Min.
Wilkinson	Arlington	8:04	8:29	25 Min.
Woodward	Shenandoah	8:10	8:25	15 Min.
Wheatley	Hamilton	8:14	8:29	15 Min.

Receiving School	Sending School	Time of Departure	Time of Arrival	Travel Time
Wheatley	Hamilton	8:14	8:29	15 Min.
Baden	Harrison	8:12	8:29	17 Min.
Baden	Harrison	8:14	8:29	15 Min.
Herzog	Bryan Hill	8:10	8:29	19 Min.
Herzog	Laclede	8:10	8:30	20 Min.
Lowell	Harrison	8:14	8:30	16 Min.
Lowell	Harrison	8:17	8:30	13 Min.
Mark Twain	Laclede	8:10	8:30	20 Min.
Walbridge	Ashland	8:14	8:29	15 Min.
Walbridge	Ashland	8:14	8:29	15 Min.
Walbridge	Ashland	8:14	8:29	15 Min.
Walbridge	Laclede	8:06	8:30	24 Min.
Humboldt	Harrison	8:01	8:29	28 Min.
Humboldt	Harrison	7:59	8:29	30 Min.
Humboldt	Harrison	8:01	8:29	28 Min.
Lafayette	Arlington	7:54	8:29	35 Min.
Madison	Harrison	8:04	8:29	25 Min.
Madison	Harrison	7:55	8:29	34 Min.
Madison	Harrison	8:04	8:29	25 Min.
Madison	Harrison	8:04	8:29	25 Min.
Rock Spring	Hamilton	8:09	8:29	20 Min.
Rock Spring	Hamilton	8:06	8:29	23 Min.
Rock Spring	Hamilton	8:14	8:29	15 Min.
Waring	Ashland	8:09	8:29	20 Min.

2. *Hiring and Assignment of Teacher Personnel.* *The hiring and placement of teacher personnel in addition to being done for the purpose of providing the most skilful teacher possible for every classroom is also done with a conscious effort to further integration.* It is widely agreed that in the ultimate analysis the success or failure of integration as of other cardinal objectives of public school systems, must largely rest on the insights, attitudes, and skills of teachers and principals in creation of democratic classroom organizations and atmospheres, for it is only through good teaching and good administration by democratically minded, understanding teachers and principals that *desegregated* schools - those in which pupils of differing ethnic backgrounds are housed in the same buildings and taught in the same classrooms - may be converted into *integrated* ones in which such pupils are working and playing together co-operatively and in an atmosphere of mutual respect and goodwill. Whatever degree of success the system has thus far achieved in its desegregation program has been due to the united efforts of many teachers, principals, and parents - white and Negro - under the leadership of the Superintendent, and with the support of the Board of Education and the co-operation of leading civic and religious organizations of the community. For this reason, every applicant for a teaching position is informed at the time of his pre-employment interview that St. Louis is as a system committed to a program of integration and that employees are evaluated in terms of their abilities to function in such a system. After being employed, teachers are encouraged to do further study not only to improve their instructional techniques but their proficiency in the area of intergroup education as well.

In the matter of school placement also, teacher assignments in addition to being made for the purpose of providing for every classroom in the city the most professionally competent and democratically-minded teacher possible are also made with the conscious effort to secure at the same time uninterrupted progress in faculty integration. Correspondence with and reports from superintendents of other large city systems, the United States Office of Education, and research students and professional organizations that have thus far gathered data relative to the problem indicate that educators throughout the country are placing high priority on faculty integration as a basic part of a sound integration program as well as one of the most effective means of counteracting the effects of de facto segregation. This they are doing on the basis of the following facts:

a. Reports on experiences and studies from all sections of the country - North and South - indicate that where children have had relationships with a teacher or principal of a differing ethnic background, their attitudes have changed in the democratic direction.

b. They also indicate that in a school where teachers of differing ethnic backgrounds are working together in a spirit of mutual understanding and respect under the leadership of an efficient principal, pupils tend strongly to do likewise.

c. Another finding reported is that in a school where pupil integration is in its earlier stages, the presence of a bi-racial faculty enables teachers familiar with the background and experiences of the two groups to help each other understand their respective reactions. This has proved especially helpful because in many instances the curtain of segregation and the influence of tradition have caused the members of the respective groups of pupils to form stereotypical concepts of one another.[1]

d. In those schools where pupil integration is as yet practically non-existent, the presence of an integrated faculty makes possible the laying of groundwork for pupil integration at the earliest possible date.

For the foregoing reasons, school systems throughout the country are stressing the importance of faculty integration to a greater degree than ever before and are trying to take the most effective measures possible of bringing it about in a way such as to secure maximum benefits in integrating situations. It has been the St. Louis experience that one of the prime requisites for successful integration is the presence in a school of democratically-minded teachers doing a good teaching job on a racially integrated faculty. Because of this fact, the superintendent has personally held conferences with graduating classes of Harris Teachers College in an effort to stress with them the national as well as local importance of this objective in the current educational situation and to secure their wholehearted, enthusiastic co-operation in its attainment. He has also conferred with representatives of local professional organizations on the same subject and has had members of his staff attend national conferences at which the problem was discussed in depth.

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[1] Seeing on the faculty familiar faces also has a salutary effect on students in a transitional situation.

As the result of such measures, definite progress in the program of satisfactory faculty integration has been made during the past year and efforts are being concentrated on making more. All college and secondary school students in the St. Louis System are attending schools with faculties more completely integrated than previously. Of the 143 schools on the elementary school level approximately half the pupils are attending classes with integrated faculties. In the six elementary school districts of the city, there were as of the first semester of this school year 81 integrated, 22 all white, and 40 all Negro faculties, which represents a substantial increase over the previous year. Of the 13 special elementary schools not in regular school buildings, 5 had integrated faculties, 7 all white, and 1 all Negro. Accompanying this quantitative increase has also gone a general improvement in instructional effectiveness. The following tables indicate the progress made on the secondary and elementary school levels during the current year.

Integration Progress Sheet
Elementary School Faculties by Districts
October, 1965 - October, 1966

Districts	Number of Faculties							
	All White		All Negro		Integrated		Total	
	1965	1966	1965	1966	1965	1966	1965	1966
Banneker	0	0	16	11	6	10[1]	22	21[1]
Enright	0	0	5	8[2]	12	12	17	20[2]
Long	18	12	0	0	10	16	28	28
Northside	3	1	1	1	18	20	22	22
South Grand	15	9	1	1	10	19	26	29[3]
Turner	0	0	23	19	2	4	25	23[4]
TOTAL	36	22	46	40	58	81	140	143[5]

[1] Chouteau School transferred to South Grand District.

[2] Euclid and Euclid Branch transferred from Turner District. Wheatley opened.

[3] Chouteau transferred from Banneker District. Sherman Branch and Carroll St. opened.

[4] Beaumont Elementary closed. Hickey opened. Euclid and Euclid Branch transferred to Enright.

[5] Beaumont Elementary closed. Hickey, Wheatley, Sherman Branch, and Carroll St. opened.

Integration Progress Sheet
Special Schools Not Housed in Regular Elementary School Buildings
October, 1965 - October, 1966

School	Number of Teachers							
	All White		All Negro		Integrated		Total	
	1965	1966	1965	1966	1965	1966	1965	1966
Special	7	7	1	1	5	5	13	13

Integration Progress Sheet
Secondary School Faculties (Full Time)
General High Schools

School		Number of Teachers			
	Year	White	Negro	Other	Total
Beaumont	1965	42	43		85
	1966	48	50		98
Central	1965	49	8		57
	1966	46	12		58
Cleveland	1965	91	4		95
	1966	86	5		91
McKinley	1965	50	6		56
	1966	47	9	1	57
Northwest	1965	41	13	2	56
	1966	43	17	2	62
Roosevelt	1965	109.5	2		111.5
	1966	107	3		110
Soldan	1965	37	56		93
	1966	39	54		93
Southwest	1965	86.5	4		90.5
	1966	87	5		92
Sumner	1965	7	74		81
	1966	9	76		85
Vashon	1965	12	84		96
	1966	14	80		94
Opportunity	1965	Opened in September, 1966			
(Lincoln)	1966	7	14		21
TOTAL	1965	525	294	2	821
	1966	533	325	3	861
		Technical High Schools			
O'Fallon Br.	1965	2	11		13
(Vashon)	1966	2	10		12
O'Fallon	1965	105	19	1	125
	1966	99	18	1	118
TOTAL	1965	107	30	1	138
	1966	101	28	1	130

3. Program of Apprentice Teacher Training. The program of apprentice teacher training is so organized and conducted that in addition to providing for every apprentice teacher well-rounded practice in classroom management and instruction, provision is made for her to divide her time equally between two schools widely differing in racial or economic background, thus preparing her for teaching in a multi-ethnic situation. In response to a questionnaire sent by the Superintendent's office to 56 cities of more than 200,000 population, the majority of superintendents replied that their greatest success in securing qualified and enthusiastic teachers for schools in disadvantaged areas had been through assignment of students for practice teaching in such schools.

Of the 23 Negro and 47 white Harris Teachers College students who did their apprentice teaching in regular St. Louis public elementary schools this semester, 22 Negro and 38 white received half of the apprentice teaching experience in a predominantly white and half in a predominantly Negro school. One Negro and 9 white received half of the apprentice teaching experience in an economically advantaged school district and half in an economically disadvantaged one.[1] The increase in the number of integrated faculties during the past year and the satisfactory manner in which teachers so assigned performed their duties may be attributed in considerable part to the effectiveness of this student - teaching program in giving prospective teachers first-hand experience with and a desire to serve in integrated situations. Further progress along this line is anticipated for 1967-68.

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[1] In each of these 10 cases the two schools in which the apprentice served, though of different economic groups, were of essentially the same racial composition.

4. Operation of Demonstration School of which Integration is a Key Characteristic. The establishment in 1965 of a demonstration school in connection with Harris Teachers College has not only provided student teachers the opportunity for observation of modern techniques of instruction and boys and girls the opportunity for high quality instruction. It has in addition furnished future teachers excellent opportunity for observation in an integrated situation.

This school, the Waring, was opened in September, 1965. Due to its location in Mill Creek, its basic pupil population is integrated. Parents residing outside its district and desiring to take advantage of the opportunity of obtaining for their children quality education in an integrated setting may be granted special permits for them to attend, providing the parents assume responsibility for their transportation. Its opening is an outgrowth of a proposal made several years ago for establishment of a quality integrated school where parents from various parts of the city might enroll their children on a voluntary basis. It is also an outgrowth of proposals previously made in regard to establishment of a demonstration school designed to improve teaching proficiency. Opening of this school was regarded by many educators throughout the system as an important educational step forward. It has substantially contributed to the Board's continuing objective of achieving a proficient, well-integrated faculty in every elementary school of the city and has also, through the program of permissive transfer, enabled additional parents to enroll their children in an integrated school. A number of parents from the west, central, and north parts of the city have applied to do so.

5. Pre-Service Training of Teachers for Effective Service in Racially Integrated Situations. The faculty of Harris Teachers College, besides organizing and conducting its curricular and extracurricular programs in such a way as to equip its students with skills and knowledges essential to effective instruction, is also endeavoring to develop in future teachers understandings and attitudes which will enable them to serve effectively in integrated situations and stimulate in them a desire to do so. This is a current emphasis of teacher training institutions throughout the country and is part of an effort to meet the serious problem being experienced by major cities in securing efficient, socially insightful teachers on the elementary school level who are capable and desirous of serving in this field as well as in the closely related field of education of the culturally disadvantaged. The faculty of Harris Teachers College has been working towards this objective from several angles. One has been through creation of thoroughly democratic situations in the institution itself - situations in which each prospective teacher experiences an integrated situation from the point of view of a student. Another has been emphasis in various areas of the curriculum on subject matter helpful to teachers in functioning effectively in handling problems of human relations, including examination of each course in the college curriculum to determine to what extent functional materials in this area may be incorporated into it. This is an approach, strongly recommended by the North Central Association, on which considerable attention is at this time being focused by a standing committee of the college. It is part of a trend to place in the undergraduate curriculum of teacher preparatory institutions a great deal of material dealing with problems in human relations which was formerly reserved for graduate training.

6. In-service Training of Instructional Personnel. Both during the school year and during the summer months large numbers of teachers and administrators in elementary and secondary schools took courses designed to improve their teaching effectiveness at local institutions of higher learning as well as elsewhere. Many of these teachers took courses partially or entirely devoted to improving their skills and insights in the areas of human relations and education of the economically disadvantaged. Washington University, St. Louis University, and Harris Teachers College have given training to hundreds of teachers in these areas. Both the Federal Government and the Ford Foundation have assisted in financing this training, and credit so secured has been counted towards salary increments. Courses and institutes of this nature have given teachers added insights and understandings which improve the quality of their instruction. Since hesitance to teach in a predominantly Negro school is frequently based on reluctance to teach in a culturally disadvantaged neighborhood, the impact of such courses tends to cause more and more teachers on the elementary school level to volunteer for such assignments. At the present time, consideration is being given to the possibilities of securing additional federal assistance to enable the system to obtain the services of specialists in providing for instructional personnel further in-service training in this and related areas.

7. Appointments and assignments of supervisory, administrative, and auxiliary personnel - in addition to being made in such a manner as to attempt to secure a proficient worker in each position - are also made with the thought of making substantial progress in integration at all levels of the system. Five of the assistant superintendents and 78 of those doing administrative work within school buildings (principals, assistant principals, supervising teachers) are Negro and under a program of advancement based on merit, the number is annually increasing. Consultants, specializing teachers, doctors, nurses, social workers, and psychological examiners who divide their time

between two or more schools are increasingly assigned by the directors of their respective divisions to predominantly white, Negro, or substantially integrated schools in accordance with the policy of achieving maximum integration in conjunction with maximum efficiency, thus multiplying the amount and quality of interracial contact in the system. Individual white and Negro consultants or special teachers of physical education, for example, are in many instances assigned to serve in both predominantly white and Negro schools. The same is true of white and Negro consultants, and special teachers of vocal or instrumental music, art, speech correction, nurses, doctors, social workers, etc. Special efforts are also being made to achieve maximum integration in assignment of administrators, supervisors, and teachers in compensatory education programs financed through Federal Funds. It is being more and more widely recognized by urban communities throughout the country that an increasingly important requisite for success on the part of school personnel in administrative or supervisory positions is the insight and know-how to deal constructively with situations involving intergroup relations.

8. The program of permissive transfer on the elementary school level is being constantly liberalized and organized so that - in addition to providing parents a degree of choice for their children where space is available - there is increased opportunity for transfer of children by families into integrated situations. St. Louis, in common with most of the other major cities of the country, has adopted a policy of permissive transfer under which parents so desiring may have the opportunity of enrolling their children in schools outside their districts, provided space is available and the parents assume the responsibility of transportation. Two objectives of this policy are better utilization of available space and convenience or preference of parent. A third objective is provision of opportunity to parents who would like to do so to enroll their children in integrated situations. Last year the program of permissive transfer was liberalized by listing available space in terms of

the total number of pupils that could be accepted in a given school rather than, as previously, in terms of seats available in particular grades. This made it possible for parents to apply for permits for all of the children in their families who attended elementary school rather than only for children in whose grades vacancies might exist. It was also liberalized to the extent of accepting applications for permissive transfers for pupils not presently enrolled in the St. Louis public schools whose parents plan to enroll them during the coming term rather than restricting the opportunity for such transfers to pupils already enrolled in the system. Two factors greatly limiting the number of parents applying are (1) the fact that transportation must be paid by the parent and (2) the fact that parents of many elementary school pupils hesitate to permit them to go across the city unaccompanied. Parents applying for permissive transfers for their children are not for the most part in the lowest economic bracket. A number of such parents use their own cars for transportation of these pupils - especially if they are on the elementary level.

Experience here and elsewhere indicates that where either white or Negro parents are offered the opportunity to transfer their children into an integrated school with a reputation for superior instruction they tend to respond in relatively large numbers. The numbers of permissive transfers issued for the school year beginning September, 1966, were 127 on the elementary school level and 57 on the secondary school level, making a total of 184 pupils; the numbers issued for the school year beginning September, 1967, are 199 on the elementary school level and 183 on the secondary school level, making a total of 382 pupils. The numbers of permissive transfers requested for the school year beginning September, 1966, were 185 on the elementary school level and 171 on the secondary school level, making a total of 356 pupils; the numbers requested for the school year beginning September, 1967, were 242 on the elementary school level and 485 on the secondary school level, making a total of 727 pupils. Study is under way to determine how this policy may be further liberalized in order to realize to a greater degree the objective of parental preferences as well as that of integration. One factor increasing integration on the secondary school level in this connection is that elementary school pupils on permissive transfers are permitted to attend the high school to which the school from which they graduate contributes.

9. Curricular Planning and Textbook Selections. The selection of textbooks, library books, audiovisual and other curricular materials, etc. - in addition to being done for the purpose of securing adequate, well-written, well-organized materials for the respective areas of learning involved - is also made with the purpose of obtaining authentic materials which can be used to develop in all children the most democratic intergroup attitudes and concepts possible. One of the most widely recognized sociological needs of the present day is that of creating in the public mind a more completely truthful and unbiased picture of the role historically as well as currently played by the Negro in American life. There is general agreement among historians and other social scientists that to be true to historical and sociological fact and the findings of modern anthropology and psychology this picture will portray the Negro as one who has already achieved substantially in spite of handicaps, and who - when given comparable opportunities and adequate motivation - has clearly demonstrated capacities for making significant and substantial contributions to American life equal in quality and quantity to those of other racial or ethnic groups. Establishment of this truthful image in place of stereotypes which have hitherto prevailed is recognized as essential to creating in the minds of Negroes a self-concept which enhances their ability to learn and contribute and motivates them to strive to achieve. Establishment of the same concept of the Negro in the minds of members of other racial groups is regarded as equally essential to creation in them of an image of the Negro more faithful to fact. Acquisition of such a concept, modern education believes, should constitute an integral

part of the education of *all* American children for modern world citizenship.

To this important task of the current social transition, newspapers, magazines, cinema producers, the stage, the press, leading television and radio networks, the advertising industry, and other opinion-influencing agencies are today devoting greater efforts than at any previous period of our nation's history.[1] The Federal Government, too, is deeply concerned with this aspect of the integration program and is approving grants to school systems for purchase of library and reference books, films, records, etc. that will prove psychologically helpful in the national endeavor to draw all elements of its citizenry into the mainstream of American life. Many voluntary groups - such as, to name a few, The NAACP, The Association for the Study of Negro Life and History, the N.E.A., and The American Federation of Teachers - are similarly interested and active. Educational systems throughout the country are becoming more and more acutely aware of their responsibilities in this movement and are multiplying their efforts to eliminate, through their textbook and curriculum committees, materials creative of stereotypes and to include materials productive of concepts truthful to fact.

With this objective in mind, the St. Louis System, through its curriculum and textbook selection committees, has long been at work to eliminate the types of pictures and references which tend to create images of Negroes as inferior creatures incapable of highest development and has had considerable success in doing so. On the positive side, the system has been for many years concerned to secure materials available to create in Negro children wholesome self-images and in children of other racial groups truthful and unbiased concepts of the Negro and his capabilities. Examples of past efforts in this direction have been a project in intergroup education under the direction of Dr. Hilda Taba, cooperative programs with the National Conference of Christians and Jews, activities in connection with observance of the Emancipation Proclamation Centennial, and production of materials such as The Heritage of St. Louis - an integrated text which has attracted nationwide approbation. At the present time intensified efforts are being made to introduce into all levels of the curriculum a more completely truthful picture of Negroes in American life as individuals who have demonstrated capacities to contribute worthily under adverse conditions and who have capacities to make still greater contributions under more favorable ones. Participating in the concerted movement to rectify this image of the past and substitute therefor a more completely truthful concept are some of America's outstanding scholars in the fields of Negro literature and history, including leading professors in these subject - matter areas at such institutions as Princeton, Columbia, Howard, the University of California, etc.

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[1] See *Wall Street Journal*, Wednesday, May 17, 1967, p.1.

In keeping with this conviction the Board's Continuing Committee on Integration has unanimously adopted a policy statement recognizing the fact that "curricular materials (including textbooks) which omit the full and complete story of the role of the minority in the history and development of our heritage and culture create a major defect in the educational program" and strongly commending the administration's efforts to remedy that defect. Its chairman also wrote a letter to the Research Countil of The Great Cities Organization urging continued and increased emphasis on this subject by that organization and has sent copies of that letter to the Associated Textbook Publishers. The Division of Curriculum and Research has likewise been authorized and requested to communicate to the publishers with whom it has dealings the interest and concern of the St. Louis system with respect to integration into texts and supplemental books of materials on the part played by American Negroes in

American life and history in such a way as to present a truthful and unbiased image not only of his past and present achievements but of his potentialities as well. And in the system's production of curricular materials - such as the previously mentioned St. Louis Heritage, and We Elect, a supplemental text on practical politics produced under the sponsorship of the Danforth Foundation - it is adhering to the same philosophy. In addition, the attention of committees of teachers and principals appointed to select textbooks and other curricular materials is continuously called to the officially adopted policy of adhering to the principle of maximum integration in accordance with other sound educational principles and responsibilities as one of the cardinal criteria for evaluation of all materials submitted. The Division of Audiovisual Education, also, is constantly adding to its collections films and records that may be utilized by teachers in achievement of this objective and is planning to broadcast this fall radio programs similarly helpful. Federal funds have likewise been expended for books and records of this nature and it is anticipated that during the coming year further efforts will be made along this line both in the securing of additional materials and in pre-service and in-service teacher-training.

10. Co-curricular Activities. The system's program of co-curricular activities not only provides its students a wide range of opportunities for broadening and enriching experiences but also a variety of common meeting grounds where pupils of diverse racial, religious, and economic backgrounds may learn to know and appreciate one another and to work co-operatively together in the pursuit of common aims and interests. Quality integrated education means more than placing children of differing ethnic backgrounds in the same buildings and having them attend classes together. It also includes their participation in a wide variety of co-curricular activities with pupils of their own schools as well as co-curricular activities with pupils from other schools. During the past year, as in previous years, much along this line

has been accomplished through musical, athletic, and club activities on all levels of the system - particularly the secondary and collegiate. Lessons of fair play and good sportsmanship acquired through experiences on the athletic field constitute an essential part of education for good human relations. Attitudes acquired through participation in integrated choirs, pageants, bands, and other forms of musical activity organized on a citywide as well as intramural basis are not only culturally and spiritually enriching, but also contributory to a situation in which integration - not merely desegregation - is a predominant feature. Common interests in dramatics, photography, art, etc. pursued in clubs composed of students of ethnically and economically varying backgrounds have likewise exerted a broadening and integrating influence. Both the Divisions of Vocal and Instrumental Music and the Division of Physical Education have been continuously and creatively at work to realize the objective of maximum integration in conjunction with other educational objectives of their respective fields. Sponsors of numerous club groups have done likewise. Of particular helpfulness in this respect has been the Citywide High School Student Council - an organization composed of two representatives from each secondary school student council of the system which meets monthly to discuss matters of common concern and make reports of its proceedings and recommendations to the pupils of their respective schools. Members of this council have been particularly concerned with the furthering of democratic attitudes and human relations throughout the city.

11. The employment and assignment of non-certificated personnel - clerks, custodians, matrons, laborers, architects, and other non-instructional workers - in addition to being done with the thought of efficiently staffing non-certificated positions in various departments of the system is also done with the thought of at the same time increasing the amount of integration in such positions in all departments and at all levels. The Board of Education is an equal opportunities employer.

Incorporated in the program for integration of the St. Louis Public Schools adopted by the Board on June 22, 1954, was a statement of principles governing integration of employees. With respect to non-certificated employees, the statement read to the effect that they were to be appointed from lists compiled from examination scores, without regard to race or color; that their specific assignments would be on the basis of competence and adaptability for particular vacancies; and that promotions of such employees would be made on the basis of merit. This provision of the Board's initial plan for desegregation, therefore, established a fair employment policy not only for certificated personnel but also for custodians, matrons, cafeteria workers, clerical workers, physicians, nurses, painters, carpenters, plumbers, electricians, and others in the non-certificated category.

This fair employment policy was greatly strengthened by establishment, by law, effective October 13, 1961, of a merit system under which hiring of all non-certificated employees was done through a centralized personnel office under the supervision of the Superintendent of Instruction rather than by each of the Board's four executive officers for vacancies occurring in his own department. Under this system the three applicants with the highest examination scores are certified to the executive officer of the department in which the job opening exists. Should he decide to select other than the first-ranking candidate, he is required to file his reasons for doing so in writing with the Personnel Director. On July 9, 1963, the Board further confirmed and strengthened its commitment of June 22, 1954, by approval of a policy statement to the effect that in the hiring, assignment, and promotion of all its personnel the system would be governed by the guiding principle of maximum integration consistent with sound educational policies and responsibilities.

During the thirteen-year period the policy has been in effect, substantial advances have been made in hiring and placement of non-certificated employees on an integrated basis. The administrator presently supervising this area reports that, as of October 31, 1966, there were a total of 1,727 permanent non-certificated employees as compared with a total of 1,708 such employees as of May 21, 1965, - an overall increase of 19. During that interval the total number of permanent white non-certificated employees decreased from 1,106 in 1965 to 1,076 in 1966 (a loss of 30) while the total number of permanent Negro employees increased from 602 in 1965 to 651 in 1966, a gain of 49 employees. He further reports that of the 408 permanent appointments made during that eighteen-month period 260 or 62.7% were Negro. Of the 236 temporary non-certificated employees appointed during the same interval, 33 or 14% were white and 203 or 86% Negro. This accounts for a total of 644 appointments during the period - 171 white and 463 Negro. A summary of non-certificated employees by occupational classification, pay status, and race as of that date which is included in the report indicates not only an increase in the total number of minority group employees but also a trend towards integration of employees at all pay levels. Emphasis is being placed upon continuation of progress in this direction not only out of a sense of justice and fair play but just as importantly because of the highly stimulative effect on Negro boys and girls of the belief that they may look forward to becoming members of a social order in which hiring, assignment, and promotion are based on merit irrespective of race.

12. The system's efforts to provide adequate building facilities and the highest possible quality education for all children under its supervision is also planned with the guideline of increasing integration to the fullest extent possible. A primary responsibility and objective of the Board of Education is provision of adequate modern educational facilities and instruction in all neighborhoods of the city - especially in culturally disadvantaged and overcrowded neighborhoods where other institutions are inadequate, housing is substandard, and a number of older school buildings are in need of replacement. In attempting to fulfill this responsibility, the Board has during the past five years provided additional housing in the central-west and central-north sections of the city, of which additional facilities for 6,000 pupils were made available in 1964-65. Had this not been done, over 10,000 children residing in these areas would now have to be bussed, placed on double sessions, housed in rented quarters, or crowded into substandard basement rooms. Double sessions, which are illegal, would not only have resulted in giving less to children who needed more but would have resulted in increase of delinquency by placing thousands of children on the streets during school hours. It has therefore been rejected as a solution of the problem of overcrowding. Erection of these buildings, moreover, not only provided more modern facilities for the thousands of children who must attend schools in these areas but also made possible reduction of the number of children it was necessary to transport for overcrowdedness to the extent that the number who did have to be transported could be completely and satisfactorily integrated into receiving schools, thus bringing about significant progress in the area of integration.

13. It is the policy of the Board of Education that in determination of school district boundaries consideration should be given the factor of integration along with the factors of building capacities, distance, safety, and convenience of transportation. All recommendations relative to district boundary changes -

including those submitted by interested citizens or community groups - are scrutinized and evaluated by the administrative staff, the Superintendent's Committee on Desegregation Practices and Procedures, and the Board's Committee on Integration. The impact which proposed changes would have on integration is always given careful consideration in connection with the districting finally decided upon. It should again be noted that the present plan of bus transportation for relief of overcrowdedness is basically a form of re-districting - transferring certain city blocks from the district of an over-populated school to the district of an underpopulated one and integrating transported pupils with those of the receiving school. This form of re-districting for relief of overcrowdedness has resulted in substantial integration of a number of schools in the city where otherwise the pupil population would have been almost completely homogeneous.

14. Compensatory Education. Hand in hand with the Board's provision of the most modern educational facilities possible for all neighborhoods of the city has gone its inauguration, with Federal assistance, of a number of enrichment and remedial programs designed to compensate for deficiencies in the home, neighborhood, and previous school environments of children attending schools in poverty areas of the city. The system's position in this respect is succinctly summarized in the recent statement of United States Commissioner of Education Howe to the effect that urban schools attended by economically disadvantaged children ought to be continuously improved in facilities and quality of instruction at the same time the goal of racial integration in the schools is being pursued. Unless, Howe pointed out, we pursue both these endeavors with equal vigor, we are going to be short-changing youngsters in the schools.

For many years it has been realized that in order to develop to their fullest possible educational and vocational potentials, physically disadvantaged children require smaller classes, greater attention to individual instructional needs, health and recreational as well as vocational guidance, and strong motivation. Results achieved through educational programs embodying these features in the programs of such special schools as Turner and Michael have more than proved their value in terms of the subsequent educational and vocational successes of their graduates. There is rapidly growing consensus among civic and political as well as educational leaders that some form of compensatory education is equally requisite for children from economically disadvantaged homes and neighborhoods if the American nation is to develop its human resources to the extent necessary to maintain its position of democratic leadership in the modern world. Smaller classes, attention to health and nutritional needs, parental and pupil guidance and motivation, and integrating socializing experiences are regarded as necessary for optimum development of the potentialities of such children who, sociologists and psychologists agree, have innate capacities fully equal to those of other groups. The need has been recognized by the Federal Government to the extent that it has already appropriated millions of dollars towards accomplishment of this aim and is contemplating the appropriation of millions more. A large number of the culturally handicapped in urban areas for whom such compensatory education is requisite if they are to be integrated into the main stream of American life are Negroes.

During the past year, the St. Louis System, with Federal assistance, has operated a number of compensatory education projects in schools located in socio-economically disadvantaged neighborhoods. Included among them have been (1) "Rooms of 20" classes providing individualized instruction for educationally retarded pupils, (2) summer schools providing remedial instruction for over 12,000 elementary and secondary school pupils, (3) expenditure of over $1,000,000 for additional audiovisual materials and books for schools in poverty areas, (4) opportunity high school for small class instruction for "suspended" high school pupils, (5) classes for socially and emotionally maladjusted pupils, (6) study learning resources centers providing additional library facilities in poverty areas to help pupils learn to work independently and (7) the Banneker Community Project to improve achievement motivation and language proficiency. In the operation of each of these projects, the system is seeking to achieve maximum possible integration values concomitantly with the other educational objectives involved.

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In Section I of this report - which deals with policy and program of integration in the St. Louis Public Schools - an attempt has been made to illustrate some ways in which the educational principle and responsibility of integration are being combined with other sound educational principles and responsibilities in various phases of the public school program to contribute to production of a quality education in which - in spite [illegible] obstacles created by an undemocratic residential pattern - integration would be a most basic and important element. As previously noted, a standing committee of the Board has spent many hours and devoted much thought to planning and discussing ways and means of more and more effectively realizing the objective of integration simultaneously and in conjunction with other basic objectives of quality education in all aspects of the public school program. The Superintendent's Committee on Desegregation Practices and Procedures, as well as members of the instructional and non-instructional staffs, have likewise devoted much time and thought to consideration of how the system might best discharge its legal and educational obligations in this respect. Contact has been maintained with the United States Office of Education and the United States Commission on Civil

Rights as well as with educational leaders of other cities of the nation in an endeavor to keep informed of new approaches in this field and to utilize whatever being done elsewhere might be found helpful here.

To create the proper framework and to hold constantly in mind the goals towards which the system is striving is, of course, of utmost and fundamental importance to orderly desegregation. Of even greater importance is the quality of living which goes on within that framework, for only through wise administration and efficient instruction in a truly democratic setting can the objective of integration be ultimately attained. The Board of Education's policy and program for integration of its schools are no better than the spirit which animates them and the efficiency with which they are implemented. It is pertinent therefore to point out that in schools at all levels of the system, hundreds of teachers and principals have been concerned and skillful to see that all pupils are encouraged to participate whole-heartedly in every activity of their respective schools. They have worked with gratifying success to establish the sort of human relationships between pupils and pupils, teachers and pupils, and teachers and teachers conducive to development of democratic personality. This is integration at its best. Much of it is in existence in the St. Louis Public Schools. The Board of Education is committed to maintaining the gains already made and to seeking to achieve more. One of the next advances it envisages as essential to continued progress is development of co-operative arrangements with other systems of the metropolitan area which will contribute to the aim of further reducing _de facto_ segregation.

SECTION II - INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS

SOME BASIC STATISTICAL FACTS

INTEGRATION IN THE ST. LOUIS PUBLIC SCHOOLS

SOME BASIC STATISTICAL FACTS

In order to understand the problem of equal educational opportunity in its historical and statistical setting and proceed intelligently towards its solution, background data relative to racial composition of pupil and teacher personnel are necessary. Ethnic headcounts[1] - annually conducted by the Superintendent's Committee on Desegregation - present a graphic picture of the changing as well as current racial composition of the system's pupil population and its certificated and non-certificated personnel. The following analyses and tables contain some salient facts revealed by these headcounts:

1. Racial Composition of Pupil Personnel in System as a Whole. Between 1953-54 and 1966-67, total enrollment of pupils in the St. Louis Public Schools increased from 90,327, to 117,342 - a gain of 27,015 pupils or approximately 30%. During that same period the total number of white and "other"[2] pupils decreased from 59,142 to 45,042 (44,780 white and 262 "other"), a loss of 14,100 or approximately 24%, whereas the number of Negro pupils increased from 31,185 to 72,300 - a gain of 41,115 or

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[1] Since 1962-63, these headcounts have been annually compiled as of the first Monday in October. Between 1954-55 and 1961-62, inclusive, no racial statistics were kept.

[2] Previous to 1954, "other" - Asiatic, Puerto Rican, Mexican-American, etc. - were listed for purposes of school assignment under white.

approximately 132%. In 1953-54, the total school population was approximately 65% white and 35% Negro - it is in 1966-67 over 38% white, a little less than 62% Negro, and approximately 1/5 of one per cent "other." That the trend continues is evidenced by the fact that for the school year beginning in September, 1966, the St. Louis Schools had an overall increase of 1,940 Negro pupils and a decrease of 1,386 white pupils and 10 "other", showing a net gain of 544 pupils.[1] Over the thirteen year period there has been an average annual increase of approximately 3,162 Negro pupils and an average annual decrease of approximately 1,084 white and "other" pupils, showing an average net gain of approximately 2,078 pupils annually.

Data submitted in the foregoing paragraph is more explicitly summarized in the following tables. Table I summarizes the 1966-67 distribution of pupil personnel of the system by race and category of schools (elementary, general and technical high, and collegiate). Table II summarizes the 1966-67 distribution of pupil personnel by grade and race. Table III depicts the ethnically changing pupil population between the years 1942-43 and 1966-67 and Table IV compares the pupil populations of 1965-66 and 1966-67.

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[1] During the years beginning in the falls of 1963, 1964, and 1965 there were, respectively, annual decreases of 1,215, 858, and 935 in the enrollments of white pupils and annual increases of 3,993, 3,244, and 3,014 in the enrollments of Negro pupils (See Table III, p.42). The fact that Negro families are now moving to the suburbs in substantially larger numbers than previously accounts in part for the smaller increase in the fall of 1966.

TABLE I

St. Louis Public Schools
Enrollment of Pupil Population by Race and Category of Schools
Fall Semester, 1966-67

Category of Schools	No. of Schools	Number of Pupils							
		White		Negro		Other		Total	
Regular and Special Elementary Schools	156*	32,926	(35.7%)	59,099	(64.1%)	191	(.2%)	92,216	(100%)
General High Schools	11	10,661	(49.8%)	10,676	(49.9%)	63	(.3%)	21,400	(100%)
Technical High Schools	2	629	(23.2%)	2,069	(76.5%)	8	(.3%)	2,706	(100%)
College	1	564	(55.3%)	456	(44.7%)	0	-	1,020	(100%)
TOTAL	170	44,780	(38.2%)	72,300	(61.6%)	262	(.2%)	117,342	(100%)

*Thirteen of the 156 were special elementary schools which were in a regular school building and not included in one of the 6 elementary school groups. They were under the direct supervision of the director of special education.

TABLE II
Distribution of Pupil Population of St. Louis Public Schools by Race and Grade
Fall Semesters 1965-66 and 1966-67

Grade	Number of Pupils							
	White		Negro		Other		Total	
	1965-6	1966-7	1965-6	1966-7	1965-6	1966-7	1965-6	1966-7
Kg.	5,087	4,793	6,879	6,499	27	31	11,993	11,323
1	5,615	5,660	12,860	12,726*	26	37	18,501	18,423
2	3,495	3,281	6,181	6,647	25	17	9,701	9,945
3	3,155	3,368	6,147	6,101	27	17	9,329	9,486
4	3,248	3,226	5,486	5,865	13	21	8,747	9,112
5	3,043	3,201	5,093	5,425	21	18	8,157	8,644
6	2,931	2,983	4,460	5,166	16	14	7,407	8,163
7	3,120	2,880	4,568	4,464	23	11	7,711	7,355
8	2,826	2,852	3,825	4,174	17	19	6,668	7,045
Special	869	682	2,219	2,032	8	6	3,096	2,720
9	3,341	3,137	3,711	3,859	26	21	7,078	7,017
10	3,102	2,863	3,261	3,195	12	18	6,375	6,076
11	2,780	2,754	2,531	2,807	15	13	5,326	5,574
12	2,848	2,443	2,091	2,249	15	18	4,954	4,710
T.E.	102	93	576	635	1	1	679	729
College	604	564	472	456	0	0	1,076	1,020
TOTAL	46,166	44,780	70,360	72,300	272	262	116,798	117,342

*It is to be noted that Negro pupils were in substantial majorities in all grades below the 12th.

TABLE III
The Changing Population - St. Louis Public Schools
Enrollments of Pupil Personnel by Race and Category of School
As of the Fall Semesters of 1942-43 to 1966-67

Category of Schools	Year	Number of Pupils Enrolled						
		White		Negro		Other		Total
Regular and Special Elementary Schools	1942-43	54,415	(76.2%)	16,951	(23.8%)	-	-	71,366
	1953-54	46,674	(64.6%)	25,585	(35.4%)	-	-	72,259
	1962-63[1]	35,490	(41.4%)	49,957	(58.3%)	241	(.3%)	85,688
	1963-64	34,650	(39.4%)	52,875	(60.3%)	221	(.3%)	87,746
	1964-65	33,830	(37.8%)	55,368	(61.9%)	199	(.3%)	89,397
	1965-66	33,389	(36.6%)	57,718	(63.2%)	203	(.3%)	91,310
	1966-67	32,926	(35.7%)	59,099	(64.1%)	191	(.2%)	92,216
General High Schools	1942-43	18,071	(83.5%)	3,582	(16.5%)	-	-	21,653
	1953-54	10,059	(70.1%)	4,300	(29.9%)	-	-	14,359
	1962-63[1]	10,944	(59.8%)	7,318	(40%)	38	(.2%)	18,300
	1963-64	11,173	(55.3%)	8,940	(44.3%)	77	(.4%)	20,190
	1964-65	11,496	(54.6%)	9,510	(45.1%)	62	(.3%)	21,068
	1965-66	11,243	(52.6%)	10,077	(47.1%)	62	(.3%)	21,382
	1966-67	10,661	(49.8%)	10,676	(49.9%)	63	(.3%)	21,400
Technical High Schools	1942-43	2,045	(86.2%)	328	(13.8%)	-	-	2,373
	1953-54	1,862	(65.2%)	995	(34.8%)	-	-	2,857
	1962-63[2]	1,870	(43.9%)	2,378	(55.9%)	9	(.2%)	4,257
	1963-64	1,624	(46.4%)	1,860	(53.1%)	17	(.5%)	3,501
	1964-65	1,218	(37.6%)	2,008	(62%)	12	(.4%)	3,238
	1965-66	930	(30.6%)	2,093	(69.1%)	7	(.3%)	3,030
	1966-67	629	(23.2%)	2,069	(76.5%)	8	(.3%)	2,706
College	1942-43	558	(55.3%)	451	(44.7%)	-		1,009
	1953-54	547	(64.2%)	305	(35.8%)	-		852
	1962-63	850	(64.8%)	456	(34.8%)	5	(.4%)	1,311
	1963-64[3]	492	(53.25%)	427	(46.21%)	5	(.54%)	924
	1964-65	557	(54.4%)	460	(45%)	6	(.6%)	1,023
	1965-66	604	(56.1%)	472	(43.9%)	-	-	1,076
	1966-67	564	(55.3%)	456	(44.7%)	-	-	1,020
Total Number of Pupils	1942-43	75,089	(77.9%)	21,312	(22.1%)	-	-	96,401
	1953-54	59,142	(65.5%)	31,185	(34.5%)	-	-	90,327
	1962-63	49,154	(44.86%)	60,109	(54.87%)	293	(.27%)	109,556
	1963-64	47,939	(42.7%)	64,102	(57%)	320	(.3%)	112,361
	1964-65	47,101	(41.06%)	67,346	(58.70%)	279	(.24%)	114,726
	1965-66	46,166	(39.53%)	70,360	(60.24%)	272	(.23%)	116,798
	1966-67	44,780	(38.2%)	72,300	(61.6%)	262	(.2%)	117,342

[1] No racial statistics kept between 1954 and 1962.

[2] Hadley Technical High School closed in fall of 1963.

[3] Harris Junior College closed in fall of 1963.

TABLE IV
Comparative Enrollments of Pupil Personnel of the St. Louis Public Schools by Race and Category of Schools
Fall Semesters of 1965-66 and 1966-67

Category of Schools	Number of Pupils							
	White		Negro		Other		Total	
	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67
1. Regular and Special Elementary Schools	33,389	32,926	57,718	59,099	203	191	91,310	92,216
Decrease		463				12		
Increase				1,381				906
2. General High Schools	11,243	10,661	10,077	10,676	62	63	21,382	21,400
Decrease		582						
Increase				599		1		18
3. Technical High Schools	930	629	2,093	2,069	7	8	3,030	2,706
Decrease		301		24				324
Increase						1		
4. College	604	564	472	456			1,076	1,020
Decrease		40		16				56
5. Total	46,166	44,780	70,360	72,300	272	262	116,798	117,342
Decrease		1,386				10		
Increase				1,940				544

Between the fall semesters of 1965-66 and 1966-67, the St. Louis system showed a net increase of 544 pupils, representing a gain of 1,940 Negro pupils and a loss of 1,386 white pupils and 10 "others." Enrollment of white pupils showed decreases of 463 elementary pupils and 582 general high, 301 technical high, and 40 college students. Enrollments of Negro pupils showed increases of 1,381 elementary and 599 general high school pupils and decreases of 24 technical high and 16 college students.

2. Racial Composition of Teacher Personnel in System As a Whole. Statistical analysis reveals changes in racial composition of teacher personnel comparable with those of pupil personnel. Between 1953-54 and 1966-67, the total number of classroom teachers (college, secondary, and regular elementary and special) assigned for full time service to individual schools of the system increased from 2,705 to 3,816.3, a gain in thirteen years of 1,111 teachers, or approximately 41%. During that same thirteen-year period, the number of white and "other" teachers assigned for full-time service to individual schools increased by 15.5 or less than 1% (1,818 in 1953-54 and 1,827 plus 7 "other" in 1966-67) while the number of Negro teachers increased from 886 to 1,982.3, a gain of 1,096 teachers or approximately 124%. During the past year the total number of white classroom teachers showed a one-year decrease of 49 or approximately 2.5% (1,876½ in 1965-66 and 1,827 in 1966-67) while the total number of Negro teachers showed a one year increase of 132.8 or approximately 7% (1,849½ in 1965-66 and 1,982.3 in 1966-67). As of 1966-67, the total teaching staff was 47.9% white, 51.9% Negro and .2% "other." (It may be noted that there is a considerably higher rate of turnover among white than Negro teachers). Table V indicates the 1966-67 distribution of classroom teachers by race and category of schools and Table VI the ethnically changing teacher personnel between the years 1942-43 and 1966-67. Table VII compares the teacher personnel of 1965-66 and 1966-67.

TABLE V
St. Louis Public Schools
Distribution of Teacher Personnel by Race and Category of Schools
As of the Fall Semester, 1966-67

Category of Schools	No. of Schools	Number of Teachers							
		White		Negro		Other		Total	
Regular and Special Elementary Schools	156	1,147	(41.5%)	1,617.3	(58.4%)	3	(.1%)	2,767.3	(100
General High Schools	11	533	(61.9%)	325	(37.8%)	3	(.3%)	861	(100
Technical High Schools	2	101	(77.7%)	28	(21.5%)	1	(.8%)	130	(100
College	1	46	(79.3%)	12	(20.7%)	-	-	58	(100
TOTAL	170	1,827	(47.9%)	1,982.3	(51.9%)	7	(.2%)	3,816.3	(100

TABLE VI
The Changing School Population
Distribution of Classroom Teacher Personnel by Race and Category of Schools As of the Fall Semesters (From 1942-43 to 1966-67)

Category of Schools		Number of Teachers						
	Year	White		Negro		Other		Total
Regular and Special Elementary Schools	1942-43	1,414	(76.6%)	431	(23.4%)	-	-	1,845
	1953-54	1,267.5	(66.4%)	640	(33.6%)	-	-	1,907.5
	1962-63	1,220	(48.9%)	1,271	(50.9%)	4	(.2%)	2,495
	1963-64	1,192.5	(46.7%)	1,358.5	(53.2%)	3	(.1%)	2,554
	1964-65	1,160.5	(44.04%)	1,471	(55.83%)	3.5	(.13%)	2,635
	1965-66	1,203.5	(44.4%)	1,502.5	(55.4%)	4	(.2%)	2,710
	1966-67	1,147	(41.45%)	1,617.3	(58.44%)	3	(.11%)	2,767.3
General High Schools	1942-43	623	(83.7%)	121	(16.3%)	-	-	744
	1953-54	425	(70.8%)	175	(29.2%)	-	-	600
	1962-63	473	(69.4%)	206	(30.2%)	3	(.4%)	682
	1963-64	479	(64.4%)	261	(35.1%)	4	(.5%)	744
	1964-65	509	(64.43%)	280	(35.44%)	1	(.13%)	790
	1965-66	527	(63.2%)	305	(36.6%)	2	(.2%)	834
	1966-67	533	(61.9%)	325	(37.7%)	3	(.4%)	861
Technical High Schools	1942-43	71	(76.3%)	22	(23.7%)	-	-	93
	1953-54	92	(68.1%)	43	(31.9%)	-	-	135
	1962-63	103	(56.6%)	78	(42.9%)	1	(.5%)	182
	1963-64	110	(75.3%)	35	(24%)	1	(.7%)	146
	1964-65	103	(73.6%)	36	(25.7%)	1	(.7%)	140
	1965-66	107	(77.6%)	30	(21.7%)	1	(.7%)	138
	1966-67	101	(77.7%)	28	(21.5%)	1	(.8%)	130
College	1942-43	32	(61.5%)	20	(38.5%)	-	-	52
	1953-54	34	(54.8%)	28	(45.2%)	-	-	62
	1962-63	44	(63.8%)	24	(34.8%)	1	(1.4%)	69
	1963-64	30	(62.5%)	16	(33.3%)	2	(4.2%)	48
	1964-65	31	(67.4%)	14	(30.4%)	1	(2.2%)	46
	1965-66	39	(75%)	12	(23.1%)	1	(1.9%)	52
	1966-67	46	(79.3%)	12	(20.7%)	-	-	58
Total Number of Teachers	1942-43	2,140	(78.3%)	594	(21.7%)	-	-	2,734
	1953-54	1,818.5	(67.2%)	886	(32.8%)	-	-	2,704.5
	1962-63	1,840	(53.7%)	1,579	(46.1%)	9	(.2%)	3,428
	1963-64	1,811.5	(51.9%)	1,670.5	(47.8%)	10	(.3%)	3,492
	1964-65	1,803.5	(49.9%)	1,801	(49.9%)	6.5	(.2%)	3,611
	1965-66	1,876.5	(50.3%)	1,849.5	(49.5%)	8	(.2%)	3,734
	1966-67	1,827	(47.9%)	1,982.3	(51.9%)	7	(.2%)	3,816.3

TABLE VII*

Assignment of Classroom Teacher Personnel of the St. Louis Public Schools by Race and Category of Schools As of the Fall Semesters of 1965-66 and 1966-67*

Category of Schools	Number of Classroom Teachers							
	White		Negro		Other		Total	
	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67	1965-66	1966-67
1. Regular and Special Elementary Schools	1,203.5	1,147	1,502.5	1,617.3	4	3	2,710	2,767.3
Decrease	56.5				1			
Increase			114.8				57.3	
2. General High Schools	527	533	305	325	2	3	834	861
Decrease								
Increase	6		20		1		27	
3. Technical High Schools	107	101	30	28	1	1	138	130
Decrease	6		2				8	
Increase								
4. College	39	46	12	12	1	0	52	58
Decrease					1			
Increase	7						6	
5. Total	1,876.5	1,827	1,849.5	1,982.3	8	7	3,734	3,816.3
Decrease	49.5				1			
Increase			132.8				82.3	

*Figures in this table were as reported October 3, 1967. Owing to change of pupil enrollment, the number of teachers, of course, varies as the year proceeds.

It might be said in summary that between the years 1953-54 (which preceded desegregation) and 1966-67, the total number of teachers in the system increased by approximately 41%, the total number of pupils by approximately 30%; the total number of Negro teachers by 124%; the total number of Negro pupils by 132%; the total number of white and "other" teachers increased by .9%, the total number of white pupils decreased by 24%.

On the elementary school level, the number of teachers increased by approximately 43%, the number of pupils by approximately 27.6%; the number of Negro teachers increased by 153%; the number of Negro pupils by 130%; the number of white teachers decreased by 9%; the number of white pupils decreased by 29%.

In the general high schools the number of pupils increased by 49%, the number of teachers by 43.5%; the number of white pupils by 5.4%, the number of white teachers by 26.1%; the number of Negro pupils increased by 148%, the number of Negro teachers increased by 85.7%.

In the technical high schools, the number of pupils decreased by 5.28%, the number of teachers by 3.7%; the number of white pupils decreased by 65.8%, the number of white teachers increased by 10%, the number of Negro pupils increased by 107.9%, the number of Negro teachers decreased by 34.9%.

On the college level, the number of pupils increased by 19.7%, the number of teachers decreased by 6.45%; the number of white pupils increased by 3.1%; the number of white teachers by 35.3%; the number of Negro pupils increased by 49.5%, the number of Negro teachers decreased by 57.1%.

3. Racial Composition of Total Professional Staff

A trend similar to that in the ethnic composition of pupils and classroom teachers is also observable in the total professional staff, including administrators, supervisors, employees of the auxiliary services, etc. Between 1962-63 and 1966-67, this group increased from 4,051 to 4,590.3, a gain in the four year period of 539.3 employees or 13.3%. During that same period, the total number of white employees increased from 2,245 to 2,263, showing a gain of 18 or approximately 8/10 of one per cent while the total number of Negro employees increased from 1,796 to 2,319.3, a four year gain of 523.3 or approximately 30%. During the past year, the total professional staff increased from 4,449 in 1965-66 to 4,590.3 as of 1966-67, a one year-gain of 141.3 employees, whereas during the same year the total number of white employees decreased from 2,294.5 in 1965-66 to 2,263 in 1966-67 (a loss of 32 employees) and the total number of Negro employees increased from 2,149.5 in 1965-66 to 2,319.3 in 1966-67 - a one-year gain of 174 employees. There was a loss of 1 "other" employee.

Tables VIII, IX, and X show, that, respectively during the four year period between 1962-63 and 1966-67, there was (a) an increase of 2 in the number of white administrators and supervisors and an increase of 36 in the number of Negro administrators and supervisors, (b) an increase of 23 in the number of white auxiliary professional employees, and an increase of 21 in the number of Negro auxiliary professional employees, and (c) an increase of 6 in the number of white specialized staff members and an increase of 63 Negro specialized staff members. Table XI presents in graphic form the summarizing data of total professional staff for that same period.

TABLE VIII

Enumeration of Administrative and Supervisory Employees of the St. Louis Public Schools

By Race and Position

As of 1962-63 - 1963-64 - 1964-65 - 1965-66 - 1966-67

Position	Number of Administrative and Supervisory Employees														
	Number White					Number Negro					Total				
	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67
Deputy Superintendent	1	1	1	1	1						1	1	1	1	1
Educational Consultant			1										1		
Assistant Superintendent	4	4	4	4	5	4	4	5	5	5	8	8	9	9	10
Assistant to the Superintendent	2	2	1	1	2						2	2	1	1	2
Director of Personnel	1	1	1	1	1						1	1	1	1	1
Assistant Director of Personnel*			1	1	(Classified as director of education)								1	1	
Directors of Education	11	11	11	11	11	1	1	1	1	1	12	12	12	12	12
Assistant Directors of Education	4	5	3	3	4						4	5	3	3	4
Employment Manager		1	1	1	(Position changed)							1	1	1	
Teacher Recruiter		1	1	1	(Classified as Co-ordinator)							1	1	1	
Supervisors	19	19	19	15	18	4	5	6	7	8	23	24	25	22	26
Consultants	6	7	8	8	9				1	1	6	7	8	9	10
Clinical Psychologist	1	1	1	1	2					1	1	1	1	2	2
Psychiatric Consultant			1	1	1				1	1			1	2	2
College President	1	1	1	1	1						1	1	1	1	1
College Dean	1						1	1	1	1	1	1	1	1	1
College Registrar		1	1			1			1	1	1	1	1	1	1
High School Principals	9	9	8	7	8	3	3	4	4	4	12	12	12	11	12
High School Assistant Principals	15	13	14	14	14	7	7	7	6	7	22	20	21	20	21
High School Administrative Assistants	1	4	6	8	7	3	5	5	6	11	4	9	11	14	18
Elementary School Principals	68	69	69	65	62	31	33	35	37	39	99	102	104	102	101
Special School Principals	3	3	3	3	3						3	3	3	3	3
Supervising Teachers	20	18	18	17	16	15	18	20	15	17	35	36	38	32	33
Coordinators				5	7				4	6				9	13
Subject-Matter Consultants (Music)	3	2	3	3	3	2	2	3	3	3	5	4	6	6	6
Subject-Matter Consultants (P.Ed.)	3	4	4	4	4	2	2	3	3	3	5	6	7	7	7
Subject-Matter Consultants (Sec.)	3										3				
TOTAL	176	177	181	177	178	73	81	90	95	109	249	258	271	272	287

*Classified as director of education.

TABLE IX

Enumeration of Auxiliary Services Professional Employees of the St. Louis Public Schools

By Race and Position

As of 1962-63 - 1963-64 - 1964-65 - 1965-66 - 1966-67

Position	Number of Employees														
	Number White					Number Negro					Total				
	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67
School Social Workers	11	14	18	19	22	12	13	18	15	16	23	27	36	34	38
School Social Worker Coordinators			1	2	2								1	2	2
Security Coordinators			1	1	1								1	1	1
Psychological Examiners	5	4	6	5	9	3	4	5	5	6	8	8	11	10	15
Supervising Examiner			1										1		
Audio-Visual Art Consultant	1										1				
Audio-Visual Script-Writers-Producers	3	2	4	4	4					1	3	2	4	4	5
Audio-Visual Program Coordinators	3	3	1	2	2						3	3	1	2	2
Teacher, Audio-Visual Services		1	1	2	1		1					2	1	2	1
School Physicians[1]	3	3	3	2	1	1	1	1	1	1	4	4	4	3	2
School Nurses[1]	35	35	37	34	35	21	22	21	24	30	57	58	59	59	66[2]
Supervisor of Nurses	1	1	1	1	1						1	1	1	1	1
Nurse Audiometrists[1]	2	2				1	1				3	3			
Audio-Visual Compiler	1										1				
Teacher, Division of Curriculum				1										1	
Blewett Scholars					9					4					13
Staff Members, Community Relations				1	1				1	1				2	2
TOTAL	65	65	74	74	88	38	42	45	46	59	104	108	120	121	148[2]

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[1] *Not certificated as teachers but instructional department professional workers. [2] There is in addition 1 Asiatic.

TABLE X
Enumeration of Additional Instructional Staff Members of the St. Louis Public Schools
By Race and Position
As of 1962-63 - 1963-64 - 1964-65 - 1965-66 - 1966-67

Position	Number of Employees														
	Number White					Number Negro					Total				
	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67	1962-63	1963-64	1964-65	1965-66	1966-67
Ford Foundation Counselors	2	1				3	1				5	2			
Counselors	31	40	41	42	39	21	29	32	32	36	52	69	73	74	75
Special Teachers of Art*	8	10½	11	11	16		3	3	4	5	8	13½	14	15	21
Special Teachers of French*	8	7	4	4	4			1	1		8	7	5	5	4
Reading Clinic Teachers*	8	8	6	8	9	7	7	10	13	9	15	15	16	21	18
Speech Correction Teachers*	11	9	13	13	15	7	8	9	9	8	18	17	22	22	23
Special Teachers of Inst. Music*	7	6	7	8	9	5	7	8	8	9	12	13	15	16	18
Special Teachers of Vocal Music*		1		3	5		2		3	7		3		6	12
Home-making Teachers (Elem.)	9	11	13	10	10	6	6	6	6	7	15	17	19	16	17
Home Teacher				1	1									1	1
Industrial Arts Teachers*	10	10	10	8	9	6	7	9	7	8	16	17	19	15	17
Physical Education Teachers* (Elem.)	58	56	49	45	37	44	48	56	60	68	102	104	105	105	105
Librarians	11	10	10	14	15	7	10	11	12	12	18	20	21	26	27
Assistant Librarians	1	1			1						1	1			1
TOTAL	164	170½	164	167	170	106	128	145	155	169	270	298½	309	322	339

*These teachers, in general, divide their time between pupils of two or more schools.

TABLE XI

Enumeration of Total Professional Staff of the St. Louis Public Schools
By Race and Position
As of 1962-63 - 1963-64 - 1964-65 - 1965-66 - 1966-67

Position		Number of Professional Employees			
		White	Negro	Other	Total
Teachers[1]	1962-63	1,840	1,579	9	3,428
	1963-64	1,811½	1,670½	10	3,492
	1964-65	1,803½	1,801	6½	3,611
	1965-66	1,876½	1,849½	8	3,734
	1966-67	1,827	1,982.3	7	3,816.3
Administrative and Supervisory Staff	1962-63	176	73		249
	1963-64	177	81		258
	1964-65	181	90		271
	1965-66	177	95		272
	1966-67	178	109		287
Auxiliary Services Professional Employees	1962-63	65	38	1	104
	1963-64	65	42	1	108
	1964-65	74	45	1	120
	1965-66	74	46	1	121
	1966-67	88	59	1	148
Additional Instructional Staff	1962-63	164	106		270
	1963-64	170½	128		298½
	1964-65	164	145		309
	1965-66	167	155		322
	1966-67	170	169		339
Total Number of Professional Employees[2]	1962-63	2,245	1,796	10	4,051
	1963-64	2,224	1,921½	11	4,156½
	1964-65	2,222½	2,081	7½	4,311
	1965-66	2,294½	2,145½	9	4,449
	1966-67	2,263	2,319.3	8	4,590.3

[1] Regular and Special Elementary, General High, Technical High, and Collegiate.

[2] Between 1962-63 and 1966-67, the instructional staff of the St. Louis Public Schools increased from 4,051 to 4,590.3, showing a net increase of 539.3 or 13.3%. This represents an increase of 18 in the number of white and 523.3 in the number of Negro employees and a decrease of 2 in the number of "other" employees.

4. Racial Composition of Non-Certificated Personnel in System as a Whole.

The same trend in racial composition of non-certificated personnel is reported by the personnel officer working with that group of employees. According to his tabulation, there were as of October 31, 1966, a total of 1,727 permanent non-certificated employees as compared with a total of 1,708 such employees on May 21, 1965, an overall increase of 19. During that period, the total number of permanent white non-certificated employees decreased from 1,106 in 1965 to 1,076 in 1966 (a loss of 30) while the total number of Negro permanent employees increased from 602 in 1965 to 651 in 1966 (a gain of 49). It is further reported that of the 408 permanent appointments made during that eighteen - month interval 260 or 62.7% were Negro. Of the 236 temporary non-certificated employees appointed during that time, 33 were white and 203 Negro. This accounts for a total of 644 appointments during the period - 181 or 28.1% white and 463 or 71.9% Negro.[1]

5. Racial Composition of Pupil and Professional Personnel in Individual Schools. The foregoing tabulations present a statistical overview of the racial composition of the pupil and professional personnel of the system as a whole and by levels, highlighting changes which have taken place since 1954.

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[1] The personnel officer adds the following footnote to his report: "Continued progress was noted in the assimilation of Negroes into all aspects of school system operations. Steady advance continued in general office and custodial employments. While it is true that the degree of integration is not as great in the more skilled and supervisory levels, commendable achievements can be reported. Today Negroes are supervising staffs in operation of high pressure heating plants; they are managing high school cafeterias; they are business office managers; and they are represented in such fully skilled crafts as the electrical and carpenter trades."

What are the situations within individual schools with regard to racial composition of student bodies and faculties?

The basis upon which white and Negro pupils and instructional personnel are to be distributed between individual schools has been more or less explicitly specified in the two policy statements of the Board of Education to which reference has been previously made. The gist of these two statements relative to distribution of pupils is (1) that school boundaries are to be drawn in such a way as to provide "the best possible use of the facilities of a given school by the students living in the area of that school"[1] and that under certain conditions pupils living outside the area may be permitted to attend the school when space is available, and (2) that in the drawing of these boundaries and assignment of pupils to schools, as in all other procedures, every effort is to be made to achieve "maximum integration, consistent with sound educational principles and responsibilities."[2] This makes possible combination of the desirable features of the neighborhood school concept with the desirable features of permissive transfer and at the same time emphasizes that whatever is done should be in accord with sound educational principles and legal and educational responsibilities, an important one of which responsibilities is integration. In regard to distribution of employees, these policy statements were, as has been noted, to the effect (1) that "in the hiring, placement, and promotion of certificated and non-certificated personnel, the board will be guided solely by merit"[1] - taking into consideration only "the competence and adaptability of an employee for a particular assignment"[1] without reference to racial background. This fair employment policy underlining the elements of merit and integration which was adopted in 1954, was among the first such statements issued by any school system in the country.

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[1] Proceedings of the Board, June 22, 1954.

[2] Proceedings of the Board, July 9, 1963.

The way in which white and Negro pupils and instructional personnel were actually distributed during the 1966-67 school year can be ascertained from the reports from individual schools on which the tabulations in this booklet are based. These reports show that schools which draw their student bodies from the city as a whole rather than from specified areas (schools which in the case of St. Louis were created in 1954 by merger or consolidation of previously segregated institutions) are as a rule more substantially integrated as to student body and faculty. Such city-wide institutions include the teachers college, the technical high schools, special schools for the physically handicapped, and schools for the socially maladjusted. Analysis of these reports further indicates that the smaller the geographic unit from which a school receives its pupil population the more uni-racial its student personnel is likely to be. Thus the racial composition of the student personnel of individual high schools is on the whole relatively more homogeneous than that of the above-mentioned citywide institutions and the racial composition of pupil populations of individual or groups of elementary schools more homogeneous than that of the high schools.

Tables on the following pages present in more or less graphic form a picture of the varying degrees of integration in schools throughout the system. Table XII indicates total pupil enrollments and numbers of teachers of substantially integrated, predominantly white, predominantly Negro, all Negro, and all white schools of the system.

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[1] Proceedings of the Board, June 22, 1954.

TABLE XII

Racial Distribution of Total Pupil and Teacher Personnel of the St. Louis Public Schools to Schools of Varying Degrees of Integration[1] As of the Fall Semester 1966-67

		White	Negro	Other[1]	Total
Substantially Integrated Schools					
No. Schools ..	48				
No. Pupils		14,771 (33%)[2]	9,442 (13.1%)	95 (36.2%)	24,308 (20.7
No. Teachers		694 (38%)	193 (9.7%)	5 (71.4%)	892 (23.4
Predominantly White Schools					
No. Schools	20				
No. Pupils		16,322 (36.4%)	320 (.4%)	90 (34.3%)	16,732 (14.2
No. Teachers		537.5 (29.4%)	27 (1.4%)	1 (14.3%)	565.5 (14.
Predominantly Negro Schools					
No. Schools	32				
No. Pupils		430 (1%)	32,813 (45.4%)	13 (4.9%)	33,256 (28.3
No. Teachers		201 (11%)	860.8 (43.4%)	-	1,061.8 (27.
All Negro Schools					
No. Schools	46				
No. Pupils		0	29,725 (41.1%)	12 (4.6%)	29,737 (25.3
No. Teachers		33 (1.8%)	890.5 (44.9%)	- -	923.5 (24.
All White Schools					
No. Schools	24				
No. Pupils		13,257 (29.6%)	0	52 (20%)	13,309 (11.3
No. Teachers		361.5 (19.8%)	11 (.6%)	1 (14.3%)	373.5 (9.
Total[2]					
No. Schools ..	170				
No. Pupils ...		44,780 (100%)	72,300 (100%)	262 (100%)	117,342 (100%)
No. Teachers ...		1,827 (100%)	1,982.3 (100%)	7 (100%)	3,816.3 (10

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[1] Following a commonly used nomenclature, substantially integrated schools are those with enrollments over 10% and below 90% Negro, predominantly white those with enrollments less than 10% Negro, predominantly Negro those with enrollments over 90% Negro, all Negro those with enrollments 100% Negro, and all-white those with enrollments 100% white; "Other" includes Asiatic, Puerto Rican, Mexican-American, etc.

[2] Notations relative to Racial Distribution of Total Pupil and Teacher Personnel appears on the following page.

Some Notations Relative to Distribution of Total Pupil and Teacher Personnel
(See Tabulation on Page 56)

1. Of the 117,342 pupils and 3,816.3 classroom teachers enrolled or employed in the 170 public schools of the St. Louis System as of the fall semester, 24,308, or approximately 20.7%, of the pupils, and 892, or approximately 23.7%, of the teachers were in the 48 substantially integrated schools; 16,732, or approximately 14.26% of the pupils and 565.5, or 14.8%, of the teachers were in the 20 predominantly white schools; 33,256, or 28.4%, of the pupils, and 1,061.8, or 27.8%, of the teachers were in the 32 predominantly Negro schools; 29,737, or 25.5%, of the pupils, and 923.5 or 24.2%, of the teachers were in the 33 all-Negro schools; and 13,309, or 11.3% of the pupils, and 373.5, or 9.8%, of the teachers were in the 24 all-white schools.

2. Of the 44,780 white pupils and 1,827 white teachers assigned to individual schools of the city, 14,771 or approximately 33.1% of the white pupils, and 694 or approximately 38% of the white teachers were in the 48 substantially integrated schools; 16,322 or approximately 36.4% of the white pupils and 537.5 or approximately 29.4% of the white teachers were in the 20 predominantly white schools; 430 or approximately .9% of the white pupils and 201 or approximately 10.9% of the white teachers were in the 32 predominantly Negro schools; none of the white pupils and 33 or approximately 1.8% of the white teachers were in the 46 all-Negro schools; and 13,257 or approximately 29.5% of the white pupils and 361.5 or approximately 20% of the white teachers were in the 24 all-white schools.

3. Of the 72,300 Negro pupils and 1,982.3 Negro teachers in the system, 9,442 or approximately 13% of the Negro pupils and 193 or approximately 9.7% of the Negro teachers were in the 48 substantially integrated schools; 320 or approximately .5% of the Negro pupils and 27 or approximately 1.5% of the Negro teachers were in the 20 predominantly white schools; 32,813 or 45% of the Negro pupils and 860.8 or 44% of the Negro teachers were in the 32 predominantly Negro schools; 29,725 or 41.1% of the Negro pupils and 890.5 or approximately 45% of the Negro teachers were in the 33 all Negro schools; and none of the pupils and 11 or 6/10 per cent of the Negro teachers were in the 24 all-white schools.

4. Of the 262 "other" pupils and 7 "other" teachers in the system, 95 or approximately 36% of the "other" pupils and 5 or 71% of the "other" teachers were in the 48 substantially integrated schools; 90 or approximately 34% of the "other" pupils and 1 or approximately 14.5% of the "other" teachers were in predominantly white schools; 13 or approximately 5% of the "other pupils and none of the "other" teachers were in the predominantly Negro schools; 12 or a little less than 5% of the "other" pupils and none of the "other" teachers were in the all-Negro schools; and 52 or approximately 20% of the "other" pupils and 1 or approximately 14.5% of the "other" teachers were in all-white schools.

5. The pupil population of the total system was 38.2% white, 61.6% Negro, and approximately .2% "other." 47.9% of the teachers were white, 51.9% Negro, and .2% "other."

The foregoing table graphically depicts the distribution of the total pupil and teacher personnel of the system to the 170 schools of all levels and categories in terms of the various degrees of integration of those schools. The following tables depict in somewhat greater detail the pupil and teacher composition of the substantially integrated, predominantly white, predominantly Negro, all-Negro, and all-white schools of the system, showing the number and racial identity of elementary, secondary, and college pupils and teachers enrolled or employed in each. Table XIII indicates the information for pupils or teachers enrolled or employed in the substantially integrated schools (more than 10% and less than 90% Negro in pupil population.)

TABLE XIII

Racial Distribution of Pupil and Teacher Personnel of the St. Louis Public Schools
As of the Fall Semester, 1966-67
Substantially Integrated Schools *

Regular and Special Elementary Schools		White	Negro	Other	Total
No. Schools	43				
No. of Pupils		10,475	6,000	63	16,538
No. of Teachers		413	125	1	539
General High Schools					
No. Schools	3				
No. of Pupils		3,103	1,305	24	4,432
No. of Teachers		136	38	3	177
Technical High Schools					
No. Schools	1				
No. of Pupils		629	1,681	8	2,318
No. of Teachers		99	18	1	118
College					
No. Schools	1				
No. of Pupils		564	456	0	1,020
No. of Teachers		46	12	0	58
Total Substantially Integrated Schools					
No. Schools	48				
No. of Pupils		14,771	9,442	95	24,308
No. of Teachers		694	193	5	892

*Notations relative to pupil populations and teacher personnel in substantially integrated schools appear on the following page.

Some Notations Relative to Pupil Populations and Teacher Personnel in Substantially Integrated Schools

1. The 43 substantially integrated regular and special elementary schools* of the city enrolled 16,538 or approximately 17.1% of the 92,216 regular and special elementary school pupils of the city, including 10,475 or 31.1% of the 32,926 white elementary school pupils, 6000 or a little over 10% of the 59,033 Negro elementary school pupils of the system, and 63 or 33% of the 191 "other" elementary school pupils of the system. Assigned to these schools were 539 or approximately 19.5% of the 2,767.3 elementary school teachers of the system including 413 or 38% of the 1,147 white elementary teachers of the system, 125 or 7.7% of the 1,617.3 Negro elementary teachers of the system; and 1 or 33% of the 3 "other" elementary school teachers of the system.

2. The 3 substantially integrated regular high schools of the city enrolled 4,432 or approximately 22% of the 21,400 general high school students of the system including 3,103 or 29.3% of the 10,661 white general high school pupils of the city, 1,305 or 12.2% of the 10,676 Negro general high school students, and 24 or 38% of the 63 "other" general high school students of the city. Assigned to these schools are 177 or 20.5% of the 861 general high school teachers of the system, including 136 or 25.5% of the 533 white general high school teachers, 38 or 11.7% of the 325 Negro general high school teachers, and 3 or 100% of the "other" general high school teachers.

3. The 1 substantially integrated technical high school of the city enrolled 2,318 or 85.6% of the 2,706 technical high school students of the system, including 629 or 100% of the white technical high school students, 1,681 or 81.2% of the 2,069 Negro; and 8 or 100% of the "other." Assigned to this school were 118 or 90.8% of the 130 technical high school teachers of the city, including 99 or 98.8% of the 101 white technical high school teachers of the city, 18 or 64.3% of the 28 Negro and 1 or 100% of the "other."

4. The 1 substantially integrated college enrolled 1,020 or 100% of the college students of the system including 564 or 100% of the white college students of the city and 456 or 100% of the Negro. Assigned to this institution were 58 or 100% of the college instructors of the system, including 46 or 100% of the white and 12 or 100% of the Negro college instructors.

5. In summary, there are in the substantially integrated schools of the system 20.7% of the total pupil population and 23.7% of the total teacher personnel, including 31.1% of the white elementary school pupils, 38% of the white elementary school teachers, 10% of the Negro elementary school pupils and 7.7% of the Negro elementary school teachers, 29.3% of the white general high school students and 25.5% of the white general high school teachers, 12.2% of the Negro general high school students and 11.7% of the Negro general high school teachers, 100% of the white technical high school students and 98.8% of the white technical high school teachers, 81.2% of the Negro technical high school students of the city and 64.3% of the Negro technical high school teachers, 100% of the white college students and 100% of the white college instructors, and 100% of the Negro college students and 100% of the Negro college instructors.

....

*It should be noted that of the 32 substantially integrated regular elementary schools, more than half received pupils transported for relief of overcrowdedness. Had it not been for these schools, there would have been in the neighborhood of 10,000 fewer white and Negro elementary school pupils in well-integrated situations.

Table XIV indicates the racial composition of pupils and teachers of schools in the system more than 90% and less than 100% white in pupil population. There was no technical high school or college in this category of schools.

TABLE XIV

Racial Distribution of Pupil and Teacher Personnel of the St. Louis Public Schools
As of the Fall Semester, 1966-67
Predominantly White Schools

Regular and Special Elementary Schools		White	Negro	Other	Total
No. Schools	17				
No. of Pupils		8,891	243	53	9,187
No. of Teachers		257.5	14	1	272.5
General High Schools					
No. Schools	3				
No. of Pupils		7,431	77	37	7,545
No. of Teachers		280	13	0	293
Total Predominantly White Schools					
No. Schools	20				
No. of Pupils		16,322	320	90	16,732
No. of Teachers		537.5	27	1	565.5

Some Notations Relative to Pupil Populations and Teacher Personnel in
Predominantly White Schools

1. The 20 predominantly white schools of the city - 17 elementary and 3 general high - enrolled 16,732 or approximately 14.25% of the 117,342 pupils of the city. 565.5 or 14.8% of the system's 3,816.3 teachers were assigned to them.

2. The 17 predominantly white regular and special elementary schools of the city enrolled 9,187 or a little over approximately 9.9% of the 92,216 regular and special elementary school pupils, including 8,891 or 27% of the 32,926 white elementary school pupils and 243 or less than 1/2 of 1% of the 59,099 Negro and 53 or approximately 36% of the 191 "other." Assigned to these schools were 257.5 or 22.5% of the 1,147 white elementary teachers, 14 or 9/10% of the 1,617.3 Negro, and 1 or 14.3% of the 7 "other."

3. The three predominantly white general high schools enrolled 7,545 or 35% of the 21,400 general high school students of the system including 7,431 or 69% of the 10,661 white general high school students of the city, 77 or 7/10% of the 10,676 Negro, and 37 or 59% of the 63 "other." Assigned to these schools were 293 or 34% of the 861 general high school teachers of the system, including 280 or 52% of the 533 white general high school teachers and 13 or 4% of the 325 Negro.

4. The pupil population of the predominantly white elementary schools was 96.8% white, 2.6% Negro, and .6% "other"; the faculty composition 94.49% white, 5.1% Negro, and less than 1/20% "other." The pupil population of the predominantly white general high schools was 98.5% white, 1% Negro and .5% "other"; the faculty composition 95.5% white and 4.5% Negro.

Table XV indicates the racial distribution of pupils and teachers of schools in the system more than 90% and less than 100% Negro in pupil population. There was no technical high school or college in this category of schools.

TABLE XV

Racial Distribution of Pupil and Teacher Personnel of the St. Louis Public Schools
As of the Fall Semester, 1966-67
Predominantly Negro Schools

		White	Negro	Other	Total
Regular and Special Elementary Schools					
No. Schools	27				
No. of Pupils		303	23,519	11	23,833
No. of Teachers		84	586.8	0	670.8
General High Schools					
No. Schools	5				
No. of Pupils		127	9,294	2	9,423
No. of Teachers		117	274	0	391
Total Predominantly Negro Schools					
No. Schools	32				
No. of Pupils		430	32,813	13	33,256
No. of Teachers		201	860.8	0	1,061.8

Some Notations Relative to Pupil Populations and Teacher Personnel in Predominantly Negro Schools

1. The 32 predominantly Negro schools of the system - 27 elementary schools and 5 general high schools - enrolled 33,256 or approximately 28.4% of the 117,342 pupils of the system. 1,061.8 or 27.8% of the system's 3,816.3 teachers were assigned to them.

2. The 27 predominantly Negro regular and special elementary schools of the city enrolled 23,833 or approximately 25.9% of the 92,216 regular and special elementary school pupils, including 303 or approximately .9% of the 32,926 white elementary school pupils, 23,519 or approximately 39.8% of the system's 59,033 Negro and 11 or 5.7% of the 191 "others." Assigned to these schools were 84 or 7.3% of the 1,147 white elementary school teachers and 586.8 or 36.3% of the system's 1,617.3 Negro.

3. The 5 predominantly Negro general high schools enrolled 9,423 or 44% of the system's 21,400 general high school students, including 127 or approximately 1.2% of the system's 10,661 white general high school students and 9,294 or approximately 84.1% of the 10,676 Negro and 2 "other." Assigned to these schools were 391 or 45.8% of the 861 regular high school teachers of the system including 117 or 22% of the 533 white general high school teachers and 274 or 84.3% of the 325 Negro.

4. The combined pupil population of these schools was 1.27% white, 98.7% Negro, less than 1/20% "other" for the elementary and 1.3% white and over 98.6% Negro for the secondary. The combined faculties were 12.52% white and 87.48% Negro for the elementary and 29.92% white and 70.08% Negro for the secondary.

Table XVI indicates the distribution of pupils and teachers of schools in the system 100% Negro in pupil population. There was no general high school or college in this category of schools.

TABLE XVI

Racial Distribution of Pupil and Teacher Personnel of the St. Louis Public Schools
As of the Fall Semester, 1966-67
All Negro Schools

Regular and Special Elementary Schools		White	Negro	Other	Total
No. Schools	45				
No. of Pupils		0	29,337	12	29,349
No. of Teachers		31	880.5	0	911.5
Technical High Schools					
No. Schools	1				
No. of Pupils		0	388	0	388
No. of Teachers		2	10	0	12
Total All Negro Schools					
No. Schools	46				
No. of Pupils		0	29,725	12	29,737
No. of Teachers		33	890.5	0	923.5

Some Notations Relative to Pupil Populations and Teacher Personnel in
All Negro Schools

1. The 46 all Negro schools of the system - 45 regular and special elementary schools and 1 technical high school - enrolled 29,737 or 24.5% of the 117,342 pupils of the system. 923.5 or 24.1% of the system's 3,816 teachers were assigned to them.

2. The 45 all Negro regular and special elementary schools of the city enrolled 29,349 or approximately 31.8% of the 92,216 regular and special elementary school pupils, including 29,337 or 47.9% of the system's 59,099 Negro and 12 or approximately 6% of the 191 "others." Assigned to these schools were 31 or in the neighborhood of 3% of the 1,147 white elementary school teachers and 880.5 or 54.4% of the system's 1,617.3 Negro.

3. The one all Negro technical high school (O'Fallon Branch located in Vashon Building) enrolled 388 or 16.4% of the 2,706 technical high school students of the system. These 388 Negro pupils constituted 18.7% of the 2,069 Negro technical high school students of the city. Assigned to this school are 12 or 9.23% of the 130 technical high school teachers of the system, including 2 or 2% of the 101 white technical high school teachers and 10 or 42.9% of the 28 Negro technical high school teachers of the system.

4. The pupil populations of these schools were 100% Negro (excluding "other.") The combined faculties were 3.4% white and 96.6% Negro for the 45 elementary schools and 16.66%white and 83.33% Negro for the technical high schools.

Table XVII indicates the racial distribution of pupils and teachers of schools in the system the pupil populations of which are 100% white. There were only elementary schools in this category.

TABLE XVII

Racial Distribution of Pupil and Teacher Personnel of the St. Louis Public Schools
As of the Fall Semester, 1966-67
All White Schools

Regular and Special Elementary Schools			White	Negro	Other	Total
No. Schools	......	24				
No. of Pupils	......		13,257	0	52	13,309
No. of Teachers	......		361.5	11	1	373.5
Total All White Schools						
No. Schools	......	24				
No. of Pupils	......		13,257	0	52	13,309
No. of Teachers	......		361.5	11	1	373.5

Some Notations Relative to Pupil Populations and Teacher Personnel in
All White Schools
(Schools with no Negro Pupils Enrolled)

1. The 24 all white schools of the system (all of which are elementary) enrolled 13,309 or approximately 11.4% of the 117,342 pupils of the system. 373.5 or 9.8% of the system's 3,816.3 teachers were assigned to them.

2. The 24 all white regular and special elementary schools enrolled 13,257 or approximately 14.3% of the system's 92,216 regular and special elementary school pupils and 52 or 27.12% of the 191 "others." Assigned to these schools were 361.5 or 31.5% of the 1,147 white elementary school teachers, 11 or 7/10% of the system's 1,617.8 Negro elementary school teachers, and 1 or 14.28% of the system's 7 "others."

3. The pupil population of these schools was 99.6% white and 4/10% "other", the faculty composition 96.7% white, 3% Negro, and 3/10% "other."

The five foregoing tables graphically present the distribution of teachers and students in the 48 substantially integrated, 20 predominantly white, 32 predominantly Negro, 46 all Negro, and 24 all white schools of the system. On the following pages is a chart presenting an overall summary of all of the facts contained in these tables. Following this summarizing chart are lists of schools classified under each of these headings showing the status of pupil and teacher integration in each school of the system.

TABLE XV

Integration Chart
Assignments of Pupils and Teachers by Race and Fall Semester

	Elementary				General High			
Substantially Integrated Schools	White	Negro	Other	Total	White	Negro	Other	Total
No. Schools	43 Regular and Special				3 General High			
No. Pupils	10,475	6,000	63	16,538	3,103	1,305	24	4,432
Per Cent Pupils	63.3%	36.3%	.4%	100%	70%	29.5%	.5%	100%
No. Teachers	413	125	1	539	136	38	3	177
Per Cent Teachers	76.6%	23.2%	.2%	100%	76.8%	21.5%	1.7%	100%
Predominantly White Schools								
No. Schools	17 Regular and Special				3 General High			
No. Pupils	8,891	243	53	9,187	7,431	77	37	7,545
Per Cent Pupils	96.8%	2.6%	.6%	100%	98.5%	1%	.5%	100%
No. Teachers	257.5	14	1	272.5	280	13	-	293
Per Cent Teachers	94.5%	5.1%	.4%	100%	95.6%	4.4%	-	100%
Predominantly Negro Schools								
No. Schools	27 Regular and Special				5 General High			
No. Pupils	303	23,519	11	23,833	127	9,294	2	9,423
Per Cent Pupils	1.27%	98.68%	.05%	100%	1.35%	98.63%	.02%	100%
No. Teachers	84	586.8	-	670.8	117	274	-	391
Per Cent Teachers	12.5%	87.5%	-	100%	30%	70%	-	100%
All Negro Schools								
No. Schools	45 Regular and Special				0 General High			
No. Pupils	-	29,337	12	29,349	-	-	-	-
Per Cent Pupils	-	99.96%	.04%	100%	-	-	-	-
No. Teachers	31	880.5	-	911.5	-	-	-	-
Per Cent Teachers	3.4%	96.6%	-	100%	-	-	-	-
All White Schools								
No. Schools	24 Regular and Special				0 General High			
No. Pupils	13,257	-	52	13,309	-	-	-	-
Per Cent Pupils	99.6%	-	.4%	100%	-	-	-	-
No. Teachers	361.5	11	1	373.5	-	-	-	-
Per Cent Teachers	96.8%	2.9%	.3%	100%	-	-	-	-
TOTAL								
No. Schools	156 Regular and Special				11 General High			
No. Pupils	32,926	59,099	191	92,216	10,661	10,676	63	21,400
Per Cent Pupils	35.7%	64.1%	.2%	100%	49.8%	49.9%	.3%	100%
No. Teachers	1,147	1,617.3	3	2,767.3	533	325	3	861
Per Cent Teachers	41.5%	58.4%	.1%	100%	61.9%	37.8%	.3%	100%

III

St. Louis Public Schools
Degrees of Integration of Schools to Which They are Assigned
1966-67

Technical High				College			TOTAL			
White	Negro	Other	Total	White	Negro[1]	Total	White	Negro	Other	Total
1 Technical High				1 College			48 Total			
629	1,681	8	2,318	564	456	1,020	14,771	9,442	95	24,308
27.05%	72.6%	.35%	100%	55.3%	44.7%	100%	60.8%	38.8%	.4%	100%
99	18	1	118	46	12	58	694	193	5	892
83.9%	15.3%	.8%	100%	79.3%	20.7%	100%	77.8%	21.6%	.6%	100%
0 Technical High				0 College			20 Total			
-	-	-	-	-	-	-	16,332	320	90	16,732
-	-	-	-	-	-	-	97.6%	1.9%	.5%	100%
-	-	-	-	-	-	-	537.5	27	1	565.5
-	-	-	-	-	-	-	95%	4.8%	.2%	100%
0 Technical High				0 College			32 Total			
-	-	-	-	-	-	-	430	32,813	13	33,256
-	-	-	-	-	-	-	1.3%	98.66%	.04%	100%
-	-	-	-	-	-	-	201	860.8	-	1,061.8
-	-	-	-	-	-	-	19%	81%	-	100%
1 Technical High				0 College			46 Total			
-	388	-	388	-	-	-	-	29,725	12	29,737
-	100%	-	100%	-	-	-	-	99.96%	.04%	100%
2	10	-	12	-	-	-	33	890.5	-	923.5
16.7%	83.3%	-	100%	-	-	-	3.6%	96.4%	-	100%
0 Technical				0 College			24 Total			
-	-	-	-	-	-	-	13,257	-	52	13,309
-	-	-	-	-	-	-	99.6%	-	.4%	100%
-	-	-	-	-	-	-	361.5	11	1	373.5
-	-	-	-	-	-	-	96.8%	2.9%	.3%	100%
2 Technical				1 College			170 Total			
629	2,069	8	2,706	564	456	1,020	44,780	72,300	262	117,342
23.2%	76.5%	.3%	100%	55.3%	44.7%	100%	38.2%	61.6%	.2%	100%
101	28	1	130	46	12	58	1,827	1,982.3	7	3,816.3
77.7%	21.5%	.8%	100%	79.3%	20.7%	100%	47.9%	51.9%	.2%	100%

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[1] No "other" pupils were reported enrolled in the college.

TABLE XIX

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System As of the Fall Semester - 1966-67

SUBSTANTIALLY INTEGRATED COLLEGE

College	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Harris Teachers	564	456	0	1,020	46	12	0	58

SUBSTANTIALLY INTEGRATED GENERAL HIGH SCHOOLS

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Central	1,082	418	8	1,508	46	12	0	58
McKinley	899	454	10	1,363	47	9	1	57
Northwest	1,103	410	6	1,519	43	17	2	62
TOTAL	3,084	1,282	24	4,390	136	38	3	177

General High School Pupils in Substantially Integrated Special Schools*

School	Pupils							
	White	Negro	Other	Total				
Meramec Hills	1	3	0	4				
Michael	15	9	0	24				
Missouri Hills	3	11	0	14				
TOTAL	19	23	0	42				
GRAND TOTAL	3,103	1,305	24	4,432	136	38	3	177

*Secondary school instruction is given orthopedically handicapped students at the Michael School who are physically unable to attend at a regular high school building as well as to students at the Meramec Hills and Missouri Hills Schools.

TABLE XX

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

PREDOMINANTLY NEGRO GENERAL HIGH SCHOOLS

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Beaumont	98	2,532	2	2,632	48	50	0	98
Soldan	8	2,489	0	2,497	39	54	0	93
Sumner	1	2,112	0	2,113	9	76	0	85
Vashon	3	1,895	0	1,898	14	80	0	94
Opportunity	17	266	0	283	7	14	0	21
TOTAL	127	9,294	2	9,423	117	274	0	391

PREDOMINANTLY WHITE GENERAL HIGH SCHOOLS

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Cleveland	2,278	26	5	2,309	86	5	0	91
Roosevelt	2,708	36	23	2,767	107	3	0	110
Southwest	2,445	15	9	2,469	87	5	0	92
TOTAL	7,431	77	37	7,545	280	13	0	293

TABLE XXI

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

SUBSTANTIALLY INTEGRATED TECHNICAL HIGH SCHOOLS

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
O'Fallon	629	1,681	8	2,318	99	18	1	118

ALL NEGRO TECHNICAL HIGH SCHOOLS

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
O'Fallon Br. (Vashon)	0	388	0	388	2	10	0	12

TABLE XII

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

Category of School	No. of Schools	Pupils				Teachers			
		White	Negro	Other	Total	White	Negro	Other	Total
Substantially Integrated	(32)	10,276	5,710	60	16,046	383.5	108	1	492.5
All Negro	(44)	-	29,222	12	29,234	31	874.5	-	905.5
All White	(24)	13,257	-	52	13,309	361.5	11	1	373.5
Predominantly White	(16)	8,813	236	51	9,100	252.5	14	1	267.5
Predominantly Negro	(27)	303	23,519	11	23,833	84	586.8	-	670.8
TOTAL	143	32,649	58,687	186	91,522	1,112.5	1,594.3	3	2,709.8

Special Schools Not Housed in Regular Elementary School Buildings[2]

Category of School	No. of Schools	Pupils				Teachers			
		White	Negro	Other	Total	White	Negro	Other	Total
Substantially Integrated	(11)	199	290	3	492	29.5	17	-	46.5
All Negro	(1)	-	115	-	115	-	6	-	6
Predominantly White	(1)	78	7	2	87	5	-	-	5
TOTAL	13	277	412	5	694	34.5	23	-	57.5
GRAND TOTAL	156	32,926	59,099	191	92,216	1,147	1,617.3	3	2,767.3

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[1] A number of special elementary schools or classes for mentally retarded children are housed in regular elementary school buildings and are under the administrative supervision of the principals of those schools. Data in regard to them is included with that of the schools in which they are located.

[2] Some special schools are not located in regular elementary school buildings but operate directly under the administrative supervision of the director of special education.

TABLE XXIII

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

Substantially Integrated Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Baden	617	124	4	745	20			20
Blair	662	213	1	876	21	5		26
Bryan Hill	477	161		638	15.5	2		17.5
Buder	396	95		491	12	3		15
Carroll	31	19		50	3	1		4
Clinton	331	399	7	737	20.5	2		22.5
Clinton Br.	159	213		372	10	2		12
Dessalines	18	100		118		6		6
Dewey	478	129	4	611	15	3		18
Gratiot	268	100		368	7.5	3		10.5
Herzog	216	85	2	303	8.5	1		9.5
Howard	118	284		402	5	8		13
Howard Br.	36	276	1	313	4	5		9
Humboldt	532	107		639	17.5	2		19.5
Irving	512	386	1	899	23	3		26
Jackson	381	371	2	754	17.5	7		24.5
Kennard	305	91		396	10	2		12
Longfellow	268	62		330	8	2		10
Lowell	353	191	1	545	10	3		13
Madison	312	138	2	452	12	4		16
Mallinckrodt	219	92	1	312	9.5	1		10.5
Mark Twain	356	150		506	12	2		14
Marquette	63	616	1	680	6.5	17		23.5
Mason	443	115	3	561	11	4		15
Oak Hill	367	74	1	442	11	2	1	14
Rock Spring	142	199	2	343	8	4		12
Stix	424	144	9	577	15	3		18
Walbridge	494	207		701	17	3		20
Walnut Park	399	248	3	650	19	1		20
Waring	83	128	7	218	6	5		11
Wilkinson	184	37		221	5.5	1		6.5
Wyman	632	156	8	796	23	1		24
TOTAL	10,276	5,710	60	16,046	383.5	108	1	492.5

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[1] There are 32 such schools and in addition 11 special elementary schools not housed in regular school buildings.

TABLE XXIV

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

Predominantly White Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Adams	664	17	3	684	17	3		20
Blow	352	11	1	364	12			12
Carondelet	331	11		342	9	1		10
Eliot	644	5	3	652	18	1		19
Hodgen	987	20	6	1,013	26	1	1	28
Hodgen Br.	188	9		197	6			6
Lafayette	704	52	8	764	22	2		24
Long	415	2		417	13	1		14
Lyon	464	2		466	13.5			13.5
Maddox	296	13		309	9			9
Mullanphy	957	1	5	963	25			25
Scruggs	672	3	7	682	17			17
Shaw	286	1		287	7	1		8
Wade	480	6	1	487	16	1		17
Webster	760	59	10	829	24	3		27
Woodward	613	24	7	644	18			18
TOTAL	8,813	236	51	9,100	252.5	14	1	267.5

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[1] There are 16 such schools.

TABLE XXV

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System
As of the Fall Semester - 1966-67

Predominantly Negro Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Arlington & Br.	1	1,165		1,166		31.5		31.5
Ashland & Br.	15	1,687	1	1,703	12	36		48
Bates	1	1,123		1,124		28		28
Benton	3	694		697		19.5		19.5
Chouteau	33	582		615	1.5	14		15.5
Clark	11	1,003		1,014	1	26		27
Clark Br.	13	312	2	327	1	7.5		8.5
Columbia	12	954		966	4	24		28
Cook	1	1,030		1,031	2	25		27
Euclid	1	699		700		20		20
Farragut	4	1,094		1,098		30		30
Field	17	803		820	1	20		21
Hamilton	44	1,127		1,171	8	26		34
Hamilton Br.	2	313		315	3	5		8
Harrison	19	837		856	10	14		24
Hempstead	2	1,183		1,185	2	36		38
Henry	12	1,109		1,121	3	28		31
Laclede	6	1,291	3	1,300	4	30		34
Langston	3	1,256	1	1,260	9	27		36
Langston Br.	1	146		147		5		5
Lexington	36	565		601		21.3		21.3
L'Ouverture	2	844		846		27		27
Mitchell	3	1,115		1,118	2	29		31
Peabody	42	1,037	3	1,082	8	25		33
Scullin	9	947		956	9.5	19		28.5
Wheatley	9	282		291	3	5		8
Williams Br. 2	1	321	1	323		8		8
TOTAL	303	23,519	11	23,833	84	586.8	0	670.8

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[1] There are 27 such schools.

TABLE XXVI

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System As of the Fall Semester - 1966-67

All Negro Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Attucks		132		132	1	4		5
Attucks Br.		148		148	1	5		6
Banneker		636		636	1	22.5		23.5
Blewett		1,313		1,313	4	36		40
Carr		417		417	1	13		14
Carr Lane		1,202		1,202		37		37
Carr Lane Br.		439		439		15		15
Carver		549		549		19		19
Cole		938		938		30		30
Cole Br.		310		310		8		8
Cote Brilliante		1,036		1,036		31		31
Cupples & Br.		955	2	957	1	32		33
Curtis		526		526		16.5		16.5
Curtis Br.		171		171		5		5
Divoll		842		842		22.5		22.5
Divoll Br.		243		243		7		7
Dozier		840	3	843		25		25
Dumas		182		182		6		6
Dunbar & Br.		1,154		1,154		39		39
Emerson		908		908		22		22
Emerson Br.		388		388		9		9
Enright Middle		1,238		1,238	3	44		47
Euclid Br.		87		87		3		3
Field Br.		279		279	3	5		8
Ford		1,059		1,059		27		27
Ford Br.		327		327	3	5		8
Franklin		637		637	2	27		29
Gundlach		1,180	3	1,183	1	34.5		35.5
Hempstead Br.		166		166		6		6
Hickey		916		916		26		26
Jefferson		1,105		1,105	2	32		34
Marshall		852		852		28		28

[1] There are 44 such schools and in addition 1 such special elementary school not housed in a regular school building.

TABLE XXVI (Continued)

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Marshall Br. 1		262		262		8		8
Marshall Br. 2		58		58		2		2
Mitchell Br.		388		388	7	4		11
Pruitt		1,237		1,237		36.5		36.5
Riddick		763	4	767		29		29
Simmons		1,311		1,311		37		37
Simmons Br.		293		293		8		8
Stevens		973		973	1	26		27
Turner Middle		702		702		25		25
Washington		788		788		22		22
Williams		955		955		27		27
Williams Br. 1		317		317		8		8
TOTAL	0	29,222	12	29,234	31	874.5	0	905.5

TABLE XXVII

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System As of the Fall Semester - 1966-67

All White Regular and Special Elementary Schools Housed in Regular Elementary School Buildings[1]

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Ames	702			702	21.5	1		22.5
Busch	317			317	11.5	1		12.5
Charless	344		3	347	8	1		9
Clay	833			833	21.5	2		23.5
Fanning	779		13	792	21			21
Fremont	935		2	937	24	1		25
Froebel	644		1	645	18			18
Gardenville	328		3	331	10			10
Garfield	686			686	17.5			17.5
Grant	573		8	581	15.5	1	1	17.5
Lindenwood	345		3	348	10			10
Mann	794			794	19			19
Meramec	320		1	321	9			9
Monroe	506			506	14			14
Mount Pleasant	265			265	7			7
Nottingham	329		2	331	8.5	1		9.5
Roe	558			558	15.5			15.5
Shenandoah	565			565	15.5	1		16.5
Shepard	590		11	601	16.5			16.5
Sherman	788		4	792	21	1		22
Sherman Br.	136			136	4			4
Sigel	745			745	23	1		24
Windsor	564			564	14.5			14.5
Woerner	611		1	612	15.5			15.5
TOTAL	13,257	0	52	13,309	361.5	11	1	373.5

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[1] There are 24 such schools.

TABLE XXVIII

Racial Composition of Pupil and Teacher Personnel in Individual Schools of the St. Louis System As of the Fall Semester - 1966-67

Substantially Integrated Special Schools Not Housed in Regular Elementary School Buildings

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Cardinal Glennon	7	5		12	1			1
Child Guidance	3	2		5	1			1
Childrens Study	12	12	1	25	2.5			2.5
Gallaudet	65	43	1	109	13	1		14
Juvenile Detention	24	51		75	1	5		6
Meramec Hills	6	20		26	1	1		2
Michael	61	66		127	5	4		9
Missouri Hills	12	65	1	78	3	6		9
Homer Phillips	1	6		7	.5			.5
St. Louis Childrens	5	10		15	1			1
City Hospital	3	10		13	.5			.5
TOTAL	199	290	3	492	29.5	17	0	46.5

All Negro Special Schools Not Housed in Regular Elementary School Buildings

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Soldan Special No. 61	0	115	0	115	0	6	0	6

Predominantly White Special Schools Not Housed in Regular Elementary School Buildings

School	Pupils				Teachers			
	White	Negro	Other	Total	White	Negro	Other	Total
Special No. 1	78	7	2	87	5	0	0	5